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ABSTRACT

This guide has been developed to provide schools with a comprehensive health education program for grades four through six. It is divided into eight major units: (1) self concept and emotional health; (2) drug abuse; (3) diseases and disorders; (4) environmental health; (5) growth and development; (6) nutrition; (7) dental health; and (8) safety and first aid. Each unit includes the competency expected to be learned, the major understandings and concepts within the competency, and sample learning experiences. Stories emphasizing human relations and quiz games are appended. (JD)

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'GETTING TO KNOW ME'

IDAHO
HEALTH EDUCATION PROGRAM

GRADES 4-6

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HEALTH EDUCATION PROGRAM FOR IDAHO PUBLIC SCHOOLS

GRADES 4-6

IDAHO STATE DEPARTMENT OF EDUCATION

Division of Instructional Improvement

Prepared by

Statewide Health Education Curriculum Committee

May 1977

SPD/12 930

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IDAHO STATE DEPARTMENT OF EDUCATION

Approved
September 1, 1977
by the Idaho State Board of Education

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FOREWORD

Health education has been identified by the Idaho State Needs Assessment Program as a high priority by the majority of Idaho school districts.

This guide has been developed in an effort to meet this need and to provide school districts with a comprehensive health education program.

A good health program will provide students with an understanding of themselves as whole persons, will enhance their self-image and reinforce their concept of their own capabilities and potential. It will provide the students with knowledge and with a rationale for the application of knowledge to everyday living. The students will thus be able to comprehend the complexities of their physiological being and understand the reasons for sound health practices.

Health education, then, must venture beyond the traditional concern for personal and community cleanliness. It must, of course, include this and much more that is factual and fundamentally essential to physical well-being. But it must address itself to the whole person, to this concept of one's self, one's attitude toward others, one's aspirations and values. It must seek to develop in each a humane and positive attitude toward his/her fellow human beings and a sense of the dignity of humankind as a whole.

Roy Truby

ROY TRUBY
State Superintendent of
Public Instruction

USE OF THE GUIDE

The use of this guide is not to be regarded as a requirement but rather to serve as an aid to Idaho school districts in their implementation of Idaho Code 33-1605 which requires health instruction.

COLOR CODE

Each unit is coded with a separate color for your quick reference.

Self Concept and Emotional Health	orange
A.I.D.	green
Diseases and disorders	buff
Environmental Health	blue
Growth and Development	salmon
Nutrition	yellow
Dental Health	pink
Safety and First Aid	buff

CROSS REFERENCE

Cross referencing allows the teacher to present materials either as a unit or through interdisciplinary methods. The self-concept section, however, should not be taught as a unit. Student competencies in this area would be best achieved by teaching the concepts throughout the year related to the other health units.

ACKNOWLEDGEMENTS

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ADMINISTRATIVE PROBLEMS IN IMPLEMENTING A HEALTH CURRICULUM

Some school administrators, from department heads to school committeemen, become concerned when controversial health issues are raised in an open discussion method.

Whatever the causes of an administrator's uneasiness, teachers can prevent many problems and, in the process, actively facilitate the achievement of their objectives in a variety of ways:

1. Attempt to actively involve parents and administrators in the curriculum -- both in its development and implementation. Possibilities here include:

    - soliciting suggestions and ideas from parents on what they would like included in a curriculum on drugs and alcohol by writing them a brief note and asking them to respond in writing or by telephone;
    - submitting the Curriculum Outline to selected parents and to appropriate administrators for criticism and suggestions;
    - soliciting suggestions and ideas from appropriate administrators on what they would like included in a curriculum in specific health areas;
    - inviting administrators to discuss health issues with your class and inviting parents to sit in on classes and participate in discussions, and
    - soliciting help and suggestions from community agencies and programs that deal with various health problems.

2. Inform appropriate administrators in advance of any planned classroom activities that may generate parent phone calls so that the administrator is able to indicate to the parent that (s)he is aware of the activity and can explain its purposes and wholesomeness.

3. Write a memo to the students' parents outlining what you plan to teach about individual health problem areas how you expect to teach it, and why. Invite them to phone or visit you at school for further information. Students can take these memos home to their parents, they can be mailed directly or distributed on parents' night. Most parents will appreciate being spontaneously informed and consulted on their children's education. This approach usually avoids the surprised anger of the one or two parents who become furious after inadvertently "discovering" what their children are being taught. In this memo, invite parents to observe your classes.

REQUIRED TEACHER CAPABILITIES

In order to implement a drug, alcohol, tobacco curriculum effectively, a teacher needs certain capabilities. These are:

- sensitivity to students' concerns and feelings;
- creativity to develop, adapt, and implement appropriate learning activities;
- respect for intelligent and informed differences of opinion;
- sound knowledge of the basic content necessary to teach specific health problems topics;
- resolution of any major personal conflict about health education issues;
- objectivity needed to avoid moralism, and
- ability to create an open atmosphere in the classroom.

SELF-CONCEPT AND EMOTIONAL HEALTH

GRADES 4-6

INTRODUCTION

The purpose of this material is to enable students to learn and practice the skills necessary to deal with life situations in a healthy manner, i.e., a manner that enables them to meet their own needs without taking risks with their health. A mentally healthy individual has a positive self-image, decision making skills, good interpersonal relationships, and the ability to behave in a manner acceptable to the individual and to the society.

More specifically, the issues of self-concept, interpersonal relationships, and emotions are considered within the framework of value development and clarification, decision making, and the development of communication skills. The intention is that students will learn specific processes (skills) that they can apply to life situations, especially those life situations that are directly concerned with personal goals and values, relationships with other people, and the satisfaction of emotional needs.

To satisfy these purposes, students should be directly involved in the learning activities--not studying about mental health but practicing mental health.

To use the self-concept and emotional health unit effectively, the teacher should promote a friendly, receptive, and non-judgemental atmosphere in the classroom as a means of encouraging students to express their feelings and thoughts.

Specific suggestions for creating a classroom atmosphere conducive to the development of mental health follow:

- Respect children and their rights. Children cannot respect until they themselves are respected.
- Apologize to children when you are in the wrong. This provides a model for children to follow.
- Comment on children's personal appearance, good conduct, and/or personal achievements.
- Involve students in seeking solutions to classroom problems.
- Recognize that behavior is caused. This understanding enables a teacher to respond more appropriately.
- Initiate body language that shows acceptance, e.g. smiling, touching.

Criteria for successful group discussions include the following:

Listen intently to children when they are talking.

Show interest in student's ideas by listening for feelings, by paraphrasing, and by exploring students' comments.

Avoid placing value judgements on students' ideas. Any and all answers are "correct", but don't hesitate to help students think through their own values.

Use informal seating arrangements such as large and small circles of chairs.

Encourage students to listen carefully to other students' ideas.

Successful role-playing in the classroom is promoted by the teacher using the following techniques.

Show enthusiasm. The teacher's excitement will rub off on the students.

Recognize that, at first, students may seem unwilling to take role-playing seriously. Their apparent apathy or "clowning" reflects their anxiety. Reduce anxiety by showing acceptance of student performances and comments and by making serious responses to ideas, even if they are presented jokingly.

Give students a brief (one or two minutes) planning period before expecting them to role-play a situation. Instruct students to imagine that they really are the characters they are portraying.

SELF-CONCEPT

SELF-ACCEPTANCE -- UNDERSTANDING SELF-POTENTIAL AND PERSONAL ATTRIBUTES PROMOTES MENTAL HEALTH AND SATISFIES NEEDS

COMPETENCY: Students will be able to write a list of personal qualities about themselves.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We all have qualities in ourselves that we appreciate. We have qualities we would like to change. We should understand the definition of pride. We need to be able to analyze our own pride and discuss its importance to our own life. Understand and list items we have pride in. There are ways in which we can attain pride.	FOR SALE Each student writes an ad to sell ones self to the school, community, and/or friends. Teacher may read ads anonymously to class. The teacher also writes an ad and reads it to the class. GETTING TO KNOW ME FOLDER Give a folder to each student. Encourage each student to personalize his/her own folder by drawing on it, pasting pictures on the cover, etc. Tell students that this folder will be used to gather information about themselves and one part of the folder will be called the "Getting To Know Me" Folder. No one will look at the folder except the student. Folders will contain certain classwork, pictures, and notes. Further explanation: The purpose of the "Getting To Know Me" folder is to encourage children to express any strong feelings or problems relating to school, friends, and family through drawings, writing, or any other form of expression. Under no circumstances should the teacher or other students look at the folder. If a student is unable to resolve his/her feelings, problems, or secrets through his/her own resources, (s)he should be encouraged to discuss them with someone. SILHOUETTES Students cut out a silhouettes of their heads in black paper and glues it on a 12" x 18" piece of paper. Then, they find words in a newspaper or magazine that describe themselves and glues these words to the paper. Children who have not acquired reading skills may cut out the pictures that describe themselves. Hang the silhouettes around the room and discuss each one. Include in the "Getting To Know Me" folder.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	QUESTIONNAIRE: HOW I FEEL ABOUT MYSELF Fill out questionnaire, "How I Feel About Myself." Include in the "Getting To Know Me" folder.	Cross Reference Dental p. 124

I LIKE MYSELF, BUT . . .

Each student makes two lists: "Things I Like About Myself" and "Things I'd Like to Change". Ask the students to work in pairs and discuss their lists.

HOW OTHERS SEE ME

Teacher provides each student with a list of classmates. Each student writes own name on a paper sack and places it at the front of the room.

a. Each student writes honest, positive statements about each classmate, beside the classmate's name on the list.

b. Each student cuts out statements and places them in the appropriate paper bags.

c. Each student reads to him/herself the statements in his/her own bag.

d. Each student titles a page "How Others See Me" and completes the following statements:

I feel good because my class says . . . .
I am surprised that my class said . . . .
I am disappointed that my class didn't say . . . .

e. Each student writes his/her name at the top of a page, selects the five statements (s)he is most proud of receiving, glues these statements to the page, and hangs his/her page on the wall. Later, add this page, along with the preceding exercises, to the "Getting To Know Me" folder.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

"A" IS FOR AMBITIOUS

Each student and the teacher writes his/her name vertically on a page. The teacher collects the pages and randomly distributes them. For each letter in the name, the student writes one word descriptive of the person whose name (s)he has received. Only positive attributes should be chosen. Students are permitted to use dictionaries, consult with the teacher, or to make up words. Made-up words must be explained. When students have finished, names should be returned to their owners. General discussion follows. The page should be included in the "Getting To Know Me" folder.

REINFORCEMENT

During a period of several days, the teacher makes a special effort to notice acts (large or small) which children can be proud of, e.g., courtesy, good citizenship, accomplishments, etc. Without saying anything, the teacher writes the name of the student on the board as soon as possible after the act has occurred. Emphasis is on behavior, not appearance, clothes, or possessions. Make sure that every student is included at some time or another.

WHY I LIKE BEING ME

Each student writes a short essay, not to exceed one page, that (s)he is willing to share with the class. The only guideline (s)he is given is the title, "Why I Like Being Me". The teacher collects the essays and reads them to the class. Students try to guess the author. Include the essay in the "Getting To Know Me" folder.

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

PERSONALITY IN A PACKAGE

Students are instructed that their task is to tell a stranger about themselves. The only method of communication they can use is to send a package of three things. These three things should tell something important about the student -- what (s)he believes in, what (s)he enjoys, and what (s)he does best. Each student is asked to select his/her three items carefully and either draw or describe them on paper. Each student tells the class which three items (s)he has chosen and what these say about him/her. Include the paper in the "Getting To Know Me" folder.

A FEW OF MY FAVORITE THINGS

Ask students to write down 20 things they like to do. Each student should underline the five items on his/her list that (s)he enjoys the most. Students form pairs and each person tells the other the reasons for his/her selection of each of the five favorite activities. Include this list in the "Getting To Know Me" folder.

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COMPETENCY: Students will be able to determine the various abilities of people.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Differences we see in other people should be described positively. We need to understand our differences. We need to accept those differences that cannot be changed.	MY HERO Ask each student to draw a picture of his favorite hero, heroine, or cartoon figure. Ask students to tell why that character is their favorite. Discuss the abilities that he or she has.	
	MIDNIGHT, A LITTLE BLACK PONY Read "Midnight, A Little Black Pony." Discuss the ponies' different abilities and how they helped one another.	Appendix "A" pp. 4-8
	DIFFERENCES Write on a piece of paper, your own differences that should be accepted, that you feel are qualities.	Cross Reference Growth & Development p. 102
	ABILITIES Ask the class to divide into two's. Ask each partner to make a list of the other's abilities. Tell the class how they differ from one another. Each student keeps the list of his/her abilities in the "Getting To Know Me" folder.	
	SKILL FOR SALE Ask each student to write an ad for his/her favorite sport, hobby, academic achievement. Each student reads the ad to the class. If someone "buys" it, the student can teach it to him/her.	

COMPETENCY: Students will be able to identify ways to improve their strengths and weaknesses.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We need to be able to identify our own strengths and weaknesses. We need to understand ways to improve our qualities.	HOW I HAVE CHANGED? Ask each student to write three or four sentences stating what (s)he has improved in during the past year. Discuss the sentences. Include in the "Getting To Know Me" folder.	
	BASHFUL RONALD Read "Bashful Ronald". Discuss Ronald's behavior and how he improved his reading ability. What abilities did he have that were different from his brother's? Ask the students how they are different from their brothers and sisters.	Appendix "A" pp. 9-11
	CHANGING Each student identifies one quality (s)he wants to change. As a class, write prescriptions to change that quality. If the prescriptions are accepted by individual students, check the progress in one week through verbal or written reports. The teacher may draw up a formal contract for these.	
	LOST AND FOUND Most people have things they like or things they do not like about themselves. Discuss. Then have pupils write a "Lost Ad For Things They Would Most Like To Lose". Then write a "Found Ad For Those Things They Would Most Like To Gain". Ask for volunteers to read their ads to the class. Discuss. Place the ads in the "Getting To Know Me" folder.	

COMPETENCY: Students will be able to identify positive and negative habits and determine ways to change individual habits.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We should be aware of our own habits. There are ways to learn good habits. There are ways to change a bad habit.	DEALING WITH, UH, YOU KNOW, HABITS With the class, the teacher defines the word habit, both positive and negative meanings. Students relate habits of others that are annoying without mentioning anyone's name. Each student is requested to question his/her family and friends to identify his/her own habits, both positive and negative. Students indicate in writing or orally: a. If they were aware of the identified habits b. How the habits began c. If they would like to try to change any habits CHANGING HABITS Each student identifies one habit (s)he would like to change or develop as a project. The teacher asks for two students to volunteer to discuss their projects and the class helps the two students work out plans for the projects. Then each student is asked to work out his/her own plan, consulting with the teacher if necessary. Projects are evaluated in one month. Include in the "Getting To Know Me" folder.	

COMPETENCY: Students will be able to identify ways they have changed and ways they would like to change.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	I WAS, I AM, I WILL BE Ask each student to write a paragraph about: who (s)he was last year, another paragraph about who (s)he is today, and a final paragraph on who (s)he will be next year. Include these in the "Getting To Know Me" folder. Items to consider when writing paragraphs: a. favorite foods b. physical appearance c. responsibilities d. favorite TV programs e. favorite subjects f. friends g. privileges	Cross Reference Growth & Development p. 101 Dental Health p. 127
	FROM ONE TO TWENTY-FIVE Each student is asked to try to imagine how (s)he looked at age one; what was important to him/her then and what (s)he was doing. Have each student draw a picture of himself/herself at age one. Next, each student repeats the same exercise imagining that (s)he is age twenty-five. Students should describe how they changed, physically and mentally, and what was important to them from age one to twenty-five.	

INTERPERSONAL RELATIONSHIPS

ACCEPTANCE OF OTHERS -- BEHAVIOR AFFECTS ONE'S SELF-IMAGE AND THE SELF-IMAGE OF OTHERS

COMPETENCY: Students will compare actions that can affect other peoples feelings.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	FEELINGS Ask each student to complete these sentences:	
There are many social interactions that affect us.	"I hurt my friend's feelings when I. . .," "If someone . . . my feelings are hurt," "I help someone feel good when I . . ." "Happines is . . . " "Sadness is . . . "	
Unfortunately we hurt people's feelings in many different ways.	Discuss.	
	IALAC STORY Read IALAC story. During the following week, ask the students how their Ialac is. Notes about their Ialac should be included in the "Getting To Know Me" folder.	Appendix "A" pp. 12-13

COMPETENCY: Students will be able to determine ways people are different and yet important.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are specific differences in people. People sometimes judge others by appearances. Personal appearance can be meaningful.	WHO IS JUST LIKE ME? Pass out a dittoed sheet with six empty squares to each child. Ask six questions and have the children write answers in the squares. Children should then put the paper on their shirts and circulate around the room trying to find others with the same responses. Discuss the differences and similarities.	Cross Reference Growth & Development p. 102

Number of Brothers?	Number of Sisters?
Date of Birth?	Favorite Activity?
Favorite Color?	Pets You Have or Would Like to Have?

	STEREOTYPING The teacher and/or students prepare several containers of gelatin, all unflavored. Each container of gelatin is colored differently to suggest common flavors.	Appendix "A" p. 14

COMPETENCY: Students will be able to identify ways they can nurture their friendship with others.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Understand the meaning of friendship. There are many ways to make friends. People should analyze their behaviors and determine their friendship qualities in order to be better friends.	WANTED -- A FRIEND Ask each student to write a want ad for a friend. Include all the desired characteristics. After students have completed the assignment, ask the students if they would hire themselves for the position. Include this ad in the "Getting To Know Me" folder. HOW NOT TO BE A FRIEND Ask students to role play all the things they could do that would guarantee they would never have friends. Discuss. WHAT IS FRIENDSHIP? Discuss attitudes that are important in a friendship, e.g., forgiving, keeping confidences, observing privacy, or avoiding possessiveness. WHAT FRIENDS DO Ask each student to draw a picture to illustrate activities friends enjoy together. FAVORITE CHARACTER The teacher reads a story. Then, each student chooses a favorite character. Ask, "Would you like this person to be your friend?" Each student writes a paragraph on why or why not he would like the character for a friend. THINGS I CAN DO TO BE MORE FRIENDLY Ask each student to make a list of the things (s)he could do to be more friendly. Volunteers are permitted to read their lists aloud if they desire.	

COMPETENCY: Students will be able to discover common courtesies that help interpersonal relationships.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are many common courtesies.	THE COURTESY RECORD Students list common courtesies toward brothers, sisters, classmates, parents, and friends. Ask each student to keep a record of the courtesies (s)he shows during one week.	
It is important to realize the relationship between courtesies and relationships.	THE COURTESY DETECTIVE Each student draws another student's name from a bag. The task is to make a list (up to five items) of courtesies performed by that person within a two day time span. The name drawn should be kept secret until the end of the second day, when each student tells the name (s)he has drawn and reads the five courtesies with brief explanations of the situations in which they occurred. The teacher's name should be included in the original drawing also.	

COMPETENCY: Students will be able to identify how their behavior is caused.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Our behavior changes as the situation changes.	THE DAY THE SCHOOL BUS WAS LATE The teacher reads "The Day the School Bus WAS Late." Ask the students, "What caused the behaviors?"	Appendix "A" pp. 15-20
We can understand ourselves better if we know why we behave the way we do. Student will be able to recognize that people try to satisfy needs through their behaviors.	PRAISING Ask each student to write down the last thing (s)he was praised for by a teacher or parent. Then answer the following questions: a. What did you do? b. Why did you do it? c. Will you do it again?	
	GOLD STAMPS -- GRAY STAMPS For two weeks, play Gold Stamps -- Gray Stamps game. Emphasize that people's reactions to us cause different behaviors. Discuss the game after completion.	Appendix "A" p. 21
	BEHAVIOR KNOWLEDGE TEST Ask students to complete "Behavior Knowledge Test." Discuss answers in class. Further explanation: Teacher explains that everyone has needs: love, belonging, security,	Appendix "A" pp. 22-25

success, etc. If these needs are not satisfied, people may attempt to satisfy them through their behaviors. Example: Johnny feels no one pays attention to him. To get attention he throws tantrums. Teacher should explain that there are positive and negative behaviors that try to satisfy needs. What are some positive ways to get attention?

SITUATIONS

Read the following situations. Answer the suggested questions:

a. Mary always gets angry and snaps at people when she is tired. Are you supposed to let Mary treat others in a nasty way every time she is tired?

Can you suggest that she get more rest?
Can you avoid making her angry when she is tired?
When Mary is tired, can she learn other ways of acting?
How else can you help Mary?
What feelings would you have in helping her?

b. Joe and Dan have not been getting along today. Dan fouled Joe badly in a basketball game on the playground. They argued and even pushed each other in front of the group. Dan fell against Judy, hurting her arm. Should you let Joe and Dan continue to bicker and quarrel?

Can you help them see why they are quarreling?
Can you suggest a more helpful way in which they can work out their differences?
How else can you help them?
What feelings would you have while helping them?

COMPETENCY: Students will be able to construct a plan to change their behavior positively.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We can change our behavior.	CHANGING A BEHAVIOR Discuss the steps involved in changing a behavior. Ask each student to select one behavior (s)he would like to change. Ask students to make a commitment to change the behavior and report to the class in one week.	Cross Reference Growth & Development p. 102

Decision Making Model:

a. Decide what has to be changed -- what the difficulty is.
b. Think of the possible alternatives.
c. Think of the probable effects of each alternative now, later, for yourself, for others.
d. Decide which effects would be most helpful.
e. Make an objective that will bring a change in you.

Teacher should participate. Teacher should avoid making value judgements about alternatives. All answers are acceptable.

HELPING ROLE PLAY

Teacher selects a situation in which one student might help another solve a problem. Appoint two students to be in a role play. Describe the situation and ask one student to help the other solve the problem using the decision making model. Discuss the role play.

EMOTIONS

55

25

COMPETENCY: Students will be able to identify the various emotions that everyone experiences.

MAJOR UNDERSTANDINGS AND CONCEPTS

The definition of emotion should be learned.

Emotional needs are satisfied in different ways.

Emotions are normal.

People react differently to the same feeling.

SAMPLE LEARNING EXPERIENCES

Emotions are:

As a class, discuss what emotions are. List emotional needs--love, security, belonging, etc.

Satisfying needs:

As a class, list our individual needs, then list ways our needs are satisfied. Who satisfies the needs? What can one do to satisfy the needs?

Love is:

Ask each student to write a definition of love. For variation: have pupils draw a picture depicting love.

Showing love:

Ask each student to make a two column list of ways we are shown love and ways we can show others we love them. Discuss.

Anger:

Ask each student to complete the open-ended sentences below. Discuss with the class:

1. Some things that make me angry are ....
2. A person can make me angry when (s)he ....
3. Something that frustrates me often is ....
4. The first thing I do when I am angry is ....
5. When I am angry, sometimes it helps to ....
6. People who get angry all the time do not understand ....
7. Too much anger and frustration can ....

REFERENCES

Cross Reference
Dental p. 138

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

Analyzing Mood Pictures

Give students an opportunity to view "mood pictures". Teacher should lead group discussion of the following questions:

1. What do you think might have happened?
2. How does this person feel?
3. How would you feel?
4. Have you ever felt this way?
5. What would you do if this happened to you?

Mood Collages

Ask each child to make a collage out of magazines depicting his/her current mood through the use of pictures--how does (s)he feel right now? Do not use words. The student should not tell this mood to classmates or teacher. If the child agrees, the completed collage may be shared with the other children. They may guess how this child is feeling from the project. Include in the "Getting to Know Me" folder.

Worries

Ask each student to complete the following sentences. Include in the "Getting to Know Me" folder.

1. Things that bother me on the playground are ....
2. Some of my home and neighborhood worries are ....
3. Something that bothers me most of the time is ....
4. Sometimes I am worried about ....

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

Feelings of Others

Read the following situations to the students and ask them to identify how the person felt. Other situations can be added that would be pertinent to the class.

1. Joe had just moved to a new neighborhood. The moving van had not arrived, so he had no toys to play with. He did not know any of the boys and girls in the neighborhood yet. Joe might have felt.....because.....

2. Sally's mother was having company for supper. She told Sally to come into the house at 5:00. Sally did not watch the time, and she was more than an hour late. When she came into the living room, the guests were there. Sally's mother sent her to her room. Sally might have felt.....because.....

3. Sarah was starting to a new school. She did not know where her room was. She did not know who her teacher was, and she did not know any of the boys and girls. Sarah might have felt.....because.....

4. Cindy could not swim. She wanted to learn, so she first practiced floating. When she sank, her friends would laugh. Cindy kept on trying, though, until she could float for several minutes. Now, Cindy probably feels.....

5. When John did not get the bike he wanted for Christmas, he became angry and would not look at his other presents. When he realized he had hurt his mother's feelings by acting this way, he might have felt..... because.....

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

Methods of dealing with emotional stress can be identified.

Stress is pressure from outside that makes us feel tense inside.

Differentiate between constructive and destructive methods of dealing with stress.

6. Do you think people ever have the same feelings? Explain why.

Emotions

As a class, list emotions. List ways to satisfy emotions, constructively and destructively.

Feelings - Causes and Actions

Ask each student to mark his/her paper into three columns:

FEELINGS WHAT CAUSED IT WHAT I DID ABOUT IT

Using this chart, ask each student to keep a record of his/her feelings for one week. At the end of the week, share records in a circle or in small groups of students.

Showing Anger

Ask each student to answer the questions below about anger. Discuss with class.

1. There are many ways a person can show (s)he is angry. How do you show your anger?
2. Does your way of showing anger usually help you to feel better afterwards?
3. If not, how else might you show your anger?
4. What can you do when someone gets angry with you?

***The words, "happy", "sad", or "frightened" can be substituted for the word "anger" in these questions. Discuss in class. Include in the "Getting To Know Me" folder.

COMPETENCY: Students will be able to determine the various sources of emotional stress.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
We should be able to identify our own sources of stress. We should be able to compare classmates' sources of stress to our own.	Open-Ended Sentences Ask each student to complete the open-ended sentences below. Discuss with the class: 1. Some things that make me angry are..... 2. A person can make me angry when (s)he..... 3. Something that frustrates me often is..... 4. I am sick and tired of..... 5. The thing about school that bothers me the most is..... 6. I don't think it is fair that I am expected to..... 7. If I could change anything I wanted to, I would..... 8. I wish people would stop telling me..... 9. As soon as I get old enough, I am going to..... 10. I don't know why I am not allowed to..... 11. I'm tired of spending so much time..... 12. The thing that bores me the most is..... 13. I think I might really lose my temper the next time..... 14. I really get nervous when..... 15. I get depressed when..... 16. An important thing about me that nobody seems to realize is..... 17. I wish I had more control over my own life in the area of..... 18. I feel jealous when..... 19. I hope it doesn't happen, but I am afraid that.....	

COMPETENCY: Students will be able to identify the different reactions people have in stressful situations.

MAJOR UNDERSTANDINGS AND CONCEPTS

Learning to analyze situations and select alternative reactions can help one to cope with stress.

People can learn ways to make decisions.

There are alternative ways to solve problems other than fighting.

Handling unexpected disappointments can be learned.

SAMPLE LEARNING EXPERIENCES

Showing Anxiety

Discuss headaches or stomachaches and how they represent anxiety. Then find solutions. Ask students if they have ever had a headache on a test day.

Story About A Problem

Ask students to make up a story about someone their age. Tell about a problem they have, discussing their feelings. Tell how the person solves the proplem. Read these to the class. Include in the "Getting To Know Me" folder.

Making a Decision

Discuss four ways one can go about making a decision:

1. doing the first thing that comes into your mind without stopping to think at all;
2. thinking only of yourself, your own feelings, and what you would like to do now;
3. think of other people as well as yourself, but only for the present;
4. thinking of other people besides yourself and what you would like to do at the moment; also thinking ahead.

Discuss the effect of each method. Ask students for other ways of making decisions.

Role-Play

Divide the class into groups of five. Ask each group to role-play a stressful situation ending with a solution. Discuss how the actors solved the problem.

REFERENCES

Cross Reference
Disease & Disorder p. 70

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

Fighting

Discuss "Why We Fight" and "What Fighting Accomplishes". What are the alternatives? When someone fights, how has he gone about making a decision?

Unexpected Circumstances

To help children adjust to unexpected cirucumstances, ask them to show how they feel doing an activity such as walking to the store to buy a treat. Then ask them to show how they feel when they drop their money and lose it on the way to the store. You might continue the discussion with what one could do to prevent such a problem. Other situations might be:

1. A child walks along a line acting happy. He falls off. How does he act?
2. Johnny is excited because his parents are taking him and his sisters to the circus. Just before they are ready to leave, his sister becomes ill and they cannot go. How does Johnny feel then? How can he handle his feelings? How would you feel? What would you do?

Wishes Taken Away

Ask the children to think of what they would ask for if they could be granted one wish. Have each student express a wish verbally, by pantomine or through drawings, etc. Then ask each to react to having this wish taken away before (s)he could enjoy it. Discuss.

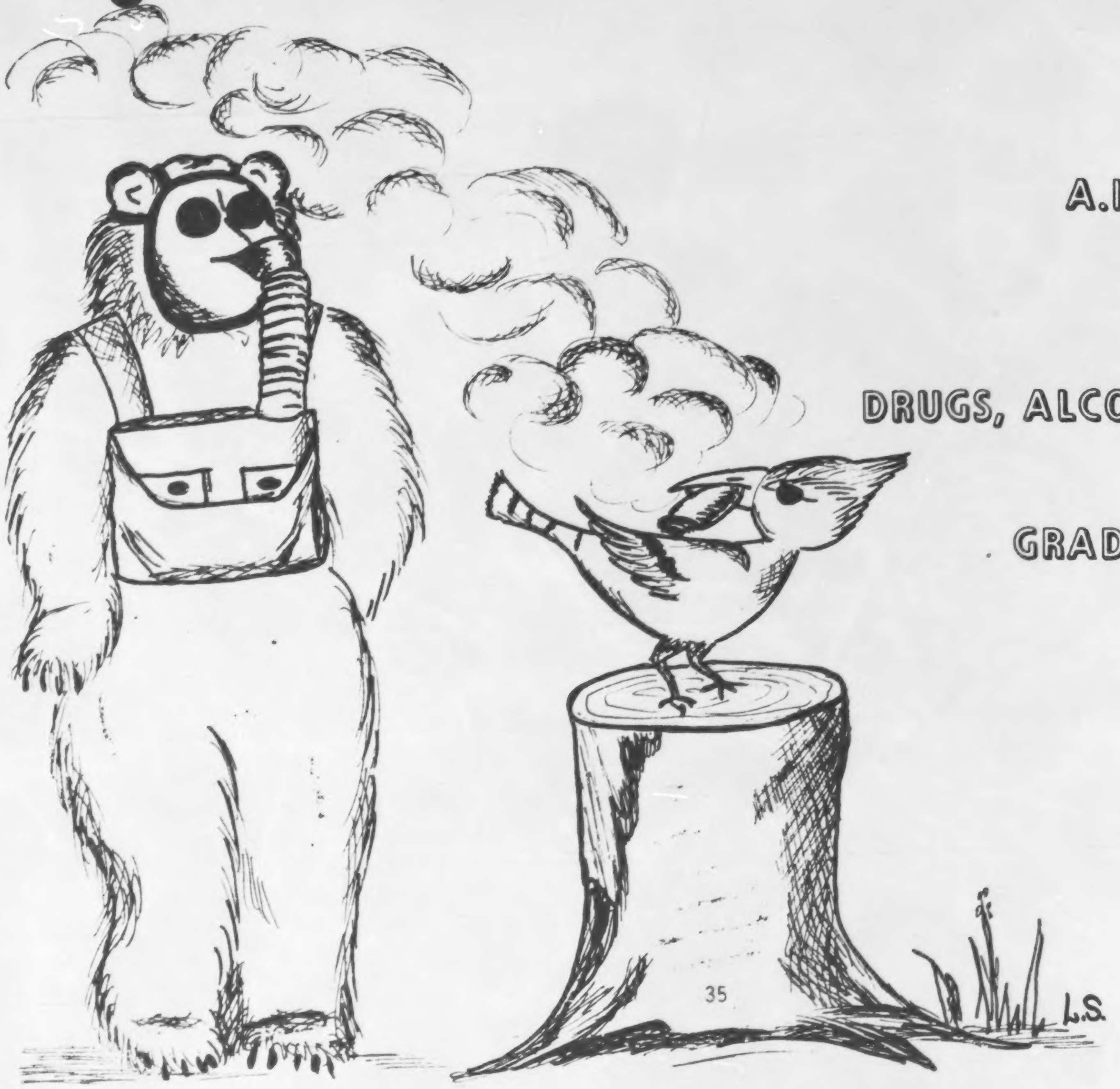
COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	What I Might Do If..... Ask each student to give a "What I might do if....." impromptu speech, e.g., "What I might do if.... I forgot my homework.....my father lost his job....."	

A.I.D.

DRUGS, ALCOHOL, TOBACCO

GRADES 4-6



INTRODUCTION

In dealing with the continuum of drug, alcohol and tobacco abuse there are many areas of consideration. Basically, these can be viewed in three ways: (1) services to those individuals who are suffering from physical and/or psychological dependencies on drugs, alcohol or tobacco; (2) areas concerned with intervention before dependencies are formed; and (3) those areas concerned with the prevention of drug, alcohol or tobacco related problems. It is with this third area that this curriculum is concerned.

The field of education has long been viewed as a valuable resource for the prevention of many problems and rightly so; however, education has also been used as the universal cop-out in solving society's problems. Somewhere between these ends lies an exciting role for education in relationship to prevention.

The following curriculum deals with practical methods that can be used in initiating a drug, alcohol, tobacco curriculum geared toward the elementary education level. It is not meant to be "the" answer, but the methods outlined can provide a good basis for an individual to make responsible decisions about the use of drugs, alcohol or tobacco based upon ones own value system.

Finally, in understanding drug, alcohol, or tobacco use and abuse, we need to recognize that, just as people use and abuse drugs, alcohol, or tobacco for many reasons, the decision to do so belongs to each individual alone. It is one of the many decisions a person must face in the course of everyday living and in determining the course of one's own future.

Many things affect our decisions concerning drugs, alcohol, and tobacco including: How we feel abour ourselves, how others feel about us and how others and ourselves feel about drugs, alcohol and tobacco. Our decisions about these substances are also partially influenced by the substances available to us and our knowledge of their effects and the roles they play in our society. For these reasons it is necessary to correlate this unit of instruction with the unit concerned with "Self-concept".

*SPECIAL NOTE TO TEACHERS:

It is recommended that teachers read the section on Administrative Problems and Teacher Capabilities in order to help identify local community values and attitudes concerning the drug/alcohol program and associated learning activities.

COMPETENCY: Students will be able to identify the historical usefulness of drugs.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Drugs come from several sources and have a long history of usefulness.	Have each child choose a particular medicine or drug and have him/her research the past uses of the drug. After reporting to class compare the past uses to present day uses.	
Drugs are defined as "articles intended for use in the diagnosis, cure, mitigation, treatment or prevention of disease in man or other animals", and as "articles intended to affect the structure or any function of the body of man or other animals." (Internal Environment)	List examples of drugs which come from plants, animals, and minerals, and which are synthesized in laboratories.	
	Discuss how vaccines virtually have eliminated certain communicable diseases in the United States: smallpox, poliomyelitis, diphtheria. Explain how others can be eliminated; e.g., measles.	Cross Reference Disease & Disorders p. 69
	Discuss student's personal immunization record and its importance.	Cross Reference Disease & Disorders p. 74
There are four main sources of drugs. (a) Plants (b) Animals (c) Minerals (d) Laboratory (synthetic)		

COMPETENCY: Students will be able to recognize and identify usefulness of drugs in our present society.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Drugs come from several sources and have many positive uses in today's society.	Have students list the kinds of medicines (drugs) they are familiar with, have taken, or have seen in their medicine chests.	
	Make a chart using these drugs and then also list whether each is prescription or non-prescription, the usefulness of each and the dangers of each.	
	Collect recent news articles that describe advances in medical science made possible by the use of drugs.	
	Have children make posters on how drugs as medicines contribute to healthful living.	
	Collect and show labels to the class from prescription and non-prescription medicines.	
	Discuss dangers of taking less than, as well as more than, the prescribed amount of a medicine.	
	Invite a nurse to discuss constructive use of medicines motivated by positive attitudes of self-protection. Emphasize how professionally controlled use of modern drugs has improved living.	
	Ask a physician to discuss how treatment with modern drugs affects illness.	
	Ask students to write a short paragraph to support the fact that medicines are not a substitute for good health.	
	Have children make a chart designating what immunizations they have had and not had and what problems each individual disease can cause. Make chart according to home records.	Cross Reference Disease & Disorders p. 74

COMPETENCY: Students will be able to compare historical and present day perspectives regarding the use of alcohol.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Past history of alcohol in Idaho has had many effects on alcohol controls today.	Have students research the history of alcohol both in the United States and in Idaho and report on how the history affects the laws controlling alcohol.	
Ethnic drinking patterns emphasize the responsible usage of alcohol.	Students study the uses of alcohol in different ethnic groups, such as Orthodox Jews, etc. and compare them with the guidelines set down for "Awareness" drinking patterns and behaviors.	
	Great Debate -- Smoking and Drinking: Pros and Cons	Appendix p. 35
	After the students have begun their research into the topic of tobacco/alcohol, the teacher can set up a "great debate" situation between two small groups within the class. The first group can represent the tobacco/alcohol companies and the second group can represent the United States Surgeon General. The debate is concluded with a vote of the rest of the students in the class as to which group presented the most convincing argument.	
	Student Touring Drug Presentation -- Alcohol and Tobacco	
	As a culminating activity under this objective, have the student prepare a presentation that can be given to any interested class including all materials that have been generated and a capsule of all research. Remember, not all people might agree with your class's conclusions concerning these drugs--give the audience an opportunity to express their opinions.	

COMPETENCY: Students will be able to differentiate between the proper and improper situations for taking drugs, alcohol or tobacco.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are times when we have to make the choice whether to take a drug or not to take a drug.	Have students participate in the OK or Not OK activity.	Appendix "A" pp. 26-27
	What I Do To My Body To Maintain My Internal Balance	
	A Comparison -- The students should be given the assignment in advance so that they can observe themselves and their habits in detail. Have them make a comprehensive list of all that they do during the day that helps them maintain their balance. This would include such things as the food they eat, the air they breathe, etc. Ask the class to compare the lists they have developed. Make one long list and compare it to a list made by the school nurse, or other qualified consultant, showing the differences that may exist when a person is on continuous medication (i.e. diabetic) and what such a person must do to maintain ones own balance.	Use with nutrition p. 112
	NOTE: This can also be used as a humanizing activity to help a diabetic student achieve the understanding of his/her peers.	Cross Reference Disease & Disorders p. 70
	Listing Activity -- Out of Balance Internal System	
	Have the students list, as a class, the way a person feels when ones internal system is out of balance. After the list is complete, have the students develop a plan of action for returning balance to the internal system.	

COMPETENCY: Students will explore the concept that all people have feelings and moods and that these feeling and moods affect the way we act.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Changes in emotions and feelings are usually the result of changing circumstances.	Write these questions on the board: When was the last time you felt ____? What made you feel this way?	Cross Reference Self-Concept pp. 32-34
All people are capable of many ferent emotions and feelings, but they do not always show them the same in a particular situation.	Then write a list of feelings or emotions to fill in the blank--such as sad, happy, angry, depressed, afraid, etc. Then write a corresponding list of reasons students state for feeling the particular emotions.	
It is possible for a person to feel one way inside and act another way.		
Sometimes it is better to be honest about your feelings.		
	HAPPINESS IS..... Discussion of the following questions: 1. It is always appropriate to be friendly? 2. When is it more honest to be unfriendly? 3. How do people show friendly or unfriendly feelings? Have the students bring pictures to the class showing different facial expressions. Then have them tell a short story about how the person in the picture feels.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Moods and feelings are natural and normal in all people.		
When you are sick, you may feel cross or irritable or depressed. Usually the medicine you are given to make you well also makes you feel better mentally. However, there is danger in taking medicine just to feel better mentally.	Discuss the sad moods and happy moods. Discuss various substances people take to change their feelings. Discuss the way babies and very young children express their emotions, such as tantrums, fighting, etc.	
Sometimes people get in a happy mood and nothing can make them sad, and sometimes people get in a sad mood and nothing can make them feel better.	Follow-up Activity: Help the student compose a skit or dramatization of various emotional reactions which are acceptable or not, such as crying, tantrums, yelling, letting off steam, etc. -- at home, at school, and within the community.	
Growing up and becoming responsible to the feelings of other people often means that you do not make them sad or angry because you feel this way.		
Some people cannot tolerate negative moods or feelings and will eat or drink something that alters or changes their moods or feelings.		Cross Reference Nutrition p. 112
Part of growing up is learning to handle moods and feelings in a manner that will not be harmful to our mental or physical health and will not be harmful to others.		

COMPETENCY: Students will be able to identify the consequences of overuse of substances containing drugs.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Many commonly used substances contain drugs and have short term and long term effects (a) coca cola (b) coffee (c) tea (d) tobacco (e) alcohol	Compose a list of reasons why some persons misuse coffee, cola, tobacco, alcohol, food. Evaluate coffee, cola or tea as a food. Discuss why many people drink them. Discuss or research the long term and short term effects of these commonly used substances. Identify the difference between use and misuse of products.	
Caffeine, normally used, is a mild stimulant found in tea, coffee, and cold drinks.	Invite a physician or nurse to discuss the consequences of product misuse.	Cross Reference Disease & Disorders p. 71
Caffeine may affect the individual in any or all of the following ways. (a) Acts as a diuretic causing frequent urination. (b) Causes nervousness, trembling, sleeplessness (with excessive use). (c) Is a source of undesirable stomach and intestinal reaction. (d) Increases heart rate. (e) Aggravates urinary irritations.	Point out to students that their present health habits will affect their health in later years.	Cross Reference Nutrition p. 114 Cross Reference Growth & Development p. 103

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Nicotine has various harmful effects on health. (a) Increase of heart action. (b) Raising of blood pressure. (c) Irritation of digestive and respiratory tracts contributing to emphysema, chronic bronchitis, and lung cancer. (d) Negative effect on dental health.	Discuss motivations for and against smoking. Assign a student the task of figuring the cost of smoking a pack of cigarettes a day for twenty years. Have class discuss how that amount of money could be spent in other ways. Let pupils write newspaper editorials and develop informal debates on reasons for not smoking, emphasizing the point that peer influences, status, and other sources of motivations listed in column one are becoming, or might become, stronger motivations against smoking than for smoking. Let pupils develop time lines, picture histories, discussions, stories, skits, and the like on 1. the history of tobacco forms and uses, 2. present patterns of tobacco use in the U.S. trends, 3. the tobacco relationship to health (effects on the systems names), and 4. recent developments (research, the Surgeon General's Report, etc.)	
Non-smokers can be affected in numerous ways by "second-hand" smoke.	Discuss how smoke affects the non-smoker. Questions for discussion: How does smoking affect the different systems of the body? Does smoking enable the body to function more effectively? Explain your answers.	Cross Reference Disease & Disorders pp. 71-73

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	How expensive is smoking? How does smoking effect one's appearance? What effects do attitudes, actions, and directives of adults have on youth smoking? Why do young people start smoking? How does advertising affect the individual? What type of individual do you admire? The smoker? The non-smoker? Why? How does cigarette smoking add to one's status? How can one be popular without smoking?	

COMPETENCY: Students will identify that some actions or behaviors have a risk factor and that the results of risk behavior are personal gains or losses.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
When you take a dare or put yourself in danger of injury or loss, you are taking a risk.	What does it mean to take a dare? What is a daredevil? Why would anyone become a daredevil?	
If the possible outcome of running a risk is a severe injury or a great loss, then you are taking a high risk.		
It is possible that the gain or outcome of taking a high risk is so great that people will sometimes risk their lives. This is high risk-high gain behavior.		
Usually people who engage in high risk-high gain behavior have studied the situation carefully and are aware of the dangers and prepare themselves to handle the situation. This is a calculated risk.	Discuss the calculated risk in such professions as astronaut, trapeze artist, soldier, policeman, race car driver, stunt man, etc.	
Some situations have little risk and high gain. If the risk of loss or injury is so little and the gain is very high, this is a low risk-high gain situation that most people will take.	Write the following list of behaviors on the board and have students individually rate them as: (1) high risk-low gain; (2) low risk-low gain; and (3) low risk-high gain. Then discuss the individual ratings and see if the class as a whole can decide on a rating. (You may want to add other behaviors.) 1. Smoking cigarettes 2. Stealing small things 3. Moving to a new area 4. Sniffing glue or inhalants 5. Drinking beer or wine 6. Drinking whiskey 7. Doing your homework 8. Fighting 9. Cheating on a test 10. Taking a hike with a club or group 11. Taking a hike alone 12. Exploring a cave 13. Eating a strange plant 14. Eating a new dish in a restaurant 15. Using drugs	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Sometimes the only gain is a thrill. The thrill or excitement of a narrow escape or almost getting caught is appealing to people particularly when they are in a rebellious or angry mood.	Discuss how a mood can cause people to take risks.	Cross Reference Self-concept pp. 27-34
People will take risks because they want to be popular or want to belong to a particular gang or feel older. Sometimes people will take risks for a few moments of pleasure.	Discuss things that give people a thrill or excitement but involve little risk or harm, such as a scary movie or book.	
Every risky behavior offers some gain or reward. The gain or reward could be useful, pleasant, or thrilling.		
For some people, the thrill or excitement of taking a risk is so great that they don't think about any consequences.		
Laws, rules, and regulations are made to protect these people against themselves and to protect other people against them.	Have students collect labels or copy warning signs from food, clothing, toys, and other substances around the house that show danger or risk or indicate that the article has met safety and health regulations or standards.	
There are laws and rules about every behavior that involves risk of injury or loss.	Have students play the stock market using paper money.	
There are regulations and symbols that protect our health and safety.	Follow-up Activity: Discuss or role-play substitute behaviors in risk-taking situations such as: 1. Taking a dare. 2. Being called a sissy or chicken. 3. When a stranger or even a friend offers you something to eat and you're not sure what it is.	
There are ways people can find alternatives for high-risk low-gain activities.		

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
School helps you learn more about the outcomes of various risk behaviors so that your risks are more calculated.		
The example of schoolmates who are successful and respected can be a model of behavior.		
An older person, such as a teacher, coach, club, or church leader can help you decide about taking risks.		
And, the love of your family and friends is a kind of security against taking risks that would result in pain or loss.		

COMPETENCY: Students will list items that are considered in making decisions, explore how decisions are made which will contribute to a person's well-being.

MAJOR UNDERSTANDINGS AND CONCEPTS

Your day is made up of decisions that you make or that someone makes for you, or that you make with someone else.

Some things you are allowed to do have been decided by people you don't know.

Some of these decisions have become laws or regulations, and some are a matter of tradition that have been handed down from one generation to another.

Some things that you do or are not allowed to do are decided by people close to you.

Finally, there are those things you decide on your own.

SAMPLE LEARNING EXPERIENCES

Brainstorming

1. What is a decision?
2. Does a decision always lead to some kind of action?
3. Who makes decisions?

Discuss how laws are made at different levels: national, state, city, and school district.

Discuss the difference between a law and a tradition. Have students list things they do because of tradition.

Who are the adults they know who make decisions for them?

Discuss group decisions such as:

a. Friends
b. Committees
c. Gangs
d. Clubs or other social groups

Discuss the difference between a decision made by knowing facts and those that are made because of feelings.

The following class and individual activities are designed to help the student study his own decision-making behavior. Unit IV will further explore decision making.

REFERENCES

Class Activity

The purpose of this activity is to help the student realize that everyone has decisions made for him and that everyone, at every age, has decision-making privileges.

An examination of who makes decisions in the day of a typical fifth grader--or perhaps a fifth grade teacher--should help students realize that there is a balance in the decisions that are made for him and by him.

The suggested list of daily activities is for your guidance It would be appropriate for the class to develop their own list of activities in a typical day. However, they should utilize the four suggested decision categories.

Because your fifth graders may think that all their decisions are made for them because they are children, you may want to add a teacher's daily typical day and check the categories as they apply to your decision-making privileges.

A Typical Day

Getting Up and Getting Ready for School

Who Decides:
The time?
If you will wash and
the kind of soap you use?
If you will brush your teeth and
the kind of toothpaste you use?
What you will wear?
What you will eat for breakfast?
If you will go to school and
what time you will leave?

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COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Getting to School Who Decides: How you get to school? The side of the street you walk on? Who you go to school with?	

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MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

After You Get to School

Who Decides: Who you visit with before class?
Which class you go to?
What you study?
Who you play with at recess?
The time you eat lunch?
What you eat for lunch?
When you start classes again?
When you get out of school?

After School

Who Decides: How you get home?
Who you go home with?
What you do with your free time?
Who you talk to or play with?
What chores you do?
What TV programs you watch before dinner?

Eating Dinner and Going to Bed

Who Decides: When you eat dinner?
What you eat for dinner?
What TV programs or other recreation or chores you do before bedtime?
What time you go to bed?

Suggested choices for the above:

1. Decided by someone you don't know or by tradition.
2. Decided by others.
3. Decided with someone else.
4. Decided alone.

COMPETENCY: Students will be able to investigate and evaluate advertising in order to distinguish the objectivity and accuracy of their claims.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
It is necessary to create an awareness of the media's advertising of drugs, alcohol, and tobacco which have an influence on the choices we make.	Have students cut out magazine or newspaper ads for alcohol or drug-containing substances.	
	Display several for the class and evaluate them as promotional techniques such as the "bandwagon."	Appendix "A" p. 28
	A lecture on the role of drug, alcohol and/or tobacco advertisements in American Society should include: 1. Why the different industries advertise so heavily. 2. How advertisements influence people. 3. What laws now exist for regulation of such advertisements and the extent to which they are enforced and evaded.	Cross Reference Dental Health p. 41

COMPETENCY: Students will be able to identify the sources for providing accurate answers concerning drugs, alcohol, and tobacco.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are many qualified people who may be able to answer your questions concerning drugs.	Have students complete the "Who Should I Ask?" activity, in order to help them determine what people are capable of answering their questions concerning drugs, alcohol and/or tobacco. The teacher can do the "Who Should I Ask" exercise several ways. A list of names of people or agencies that a person may contact to seek answers to drug, alcohol and/or tobacco questions can either be distributed to each student or written on the board. It may be necessary for the teacher to explain to students the role of some of the agencies or people mentioned.	
	Invite Preventive Education specialist from local Bureau of Substance Abuse.	Appendix "B" p. 107
	Explore community resources that give help to people with drug problems. Report findings to class.	

COMPETENCY: Students will be able to identify the physical and behavioral effects of alcohol and other drugs.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Alcohol is the most abused drug in the U.S.	Have students collect news articles on alcohol and other drugs as they relate to arrests, accidents, etc. Compare the total number of alcohol-related articles to the other drug-related articles over a period of time (1 week, 2 weeks, etc.) from one news source.	
Alcohol addiction can cause many physical and emotional disabilities.	Have students play the "think-drink" game, in which they pretend to drink for the first time and determine what effects alcohol might have on them by computing their blood alcohol concentration.	Appendix "A" pp. 42-57
Each drug acts on the central nervous system in its own way.	Invite a nurse, physician or substance abuse counselor to discuss the effects of various drugs on the central nervous system.	
The behavioral changes in individuals also vary, but these changes are not directly related to the amount consumed.	You may wish to have students prepare a minimum of two questions, concerning drugs, which they would like answered. The teacher may raise the question of alternatives to achieving that which stimulants, psychedelics, and depressants offer. For example, how else can people relax?	

COMPETENCY: Students will be able to identify the common myths about alcohol.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are many misconceptions and myths about alcohol which exist in our society today.	Have the students discuss rumors and stories about alcohol leading to a discussion of myths about alcohol. Students break into small groups and discuss and write down stories and rumors they have heard, read about or seen (live or in movies or T.V.) that involve alcohol. Teacher collects and saves these papers. At the end of the unit on alcohol, teacher returns these rumors and stories, and students decide in small groups or individually which ones could be true and which probably are not and why. For example, if there was a rumor of an athlete who scored six touchdowns while drunk, students at the end of their study of alcohol will know that it was not likely.	Appendix "A" pp. 39-41

COMPETENCY: Students will investigate and identify the skill people need to avoid misuse of drugs, alcohol, and tobacco.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
People misuse drugs, alcohol and tobacco for a number of reasons. a. As a result of lingering illness. b. As a "crutch". c. As a result of habitual use. d. Poor self-concept.	Have students list health problems that may result from drugs, alcohol, and tobacco use. Have children describe how their friends affect their behavior. Should one always follow a friend's advice? Are there disadvantages in following the leader? Have children write a paper on how friends influence their choice of activities.	Cross Reference Self-concept pp. 13-14
Drugs, alcohol and tobacco are abused for different reasons: a. Through believing that use and misuse of any substances is a sign of maturity or sophistication. b. Because of desire for peer acceptance. c. Because family members do. d. As a result of curiosity or a desire to experiment. e. As an act of rebellion. f. Because of habit. g. In response to dissatisfaction with self, failure in school or work. h. Through desire for instant gratification. i. To avoid facing and solving daily problems. j. For "kicks". k. As a result of economical and educational hopelessness.	Ask a group of children to discuss the question, "How easy is it to say No?" On what occasions is it difficult to say "No"?	Appendix "A" p. 29
	Role-play how to cope with pressure from friends who insist that others use drugs, alcohol and/or tobacco.	Appendix "A" pp. 32-33
	Discuss the good and bad features of curiosity. Encourage pupils to look for positive ways to express curiosity. Describe positive ways of satisfying curiosity. List and evaluate methods of coping with daily problems. Discuss positive methods of facing disappointment, stress, and grief. Ask children to discuss what they do when they feel lonely; are by themselves; lose a contest; are unhappy, angry, or jealous.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Question: How should the student arrive at the decision of using or not using substances? 1. Peer pressure 2. Level of usage 3. Family's habits 4. Factual information 5. Advertising 6. Society's acceptance or influence. What affect will a student's self concept play in the decision of substance usage? Will substance use and abuse keep us from reaching our goals in life? Have children write a story about what they wish to do when they are older and relate this to the above question.	

COMPETENCY: Students will be able to identify the relationship between drinking and maturity in order to make responsible decisions about alcohol.

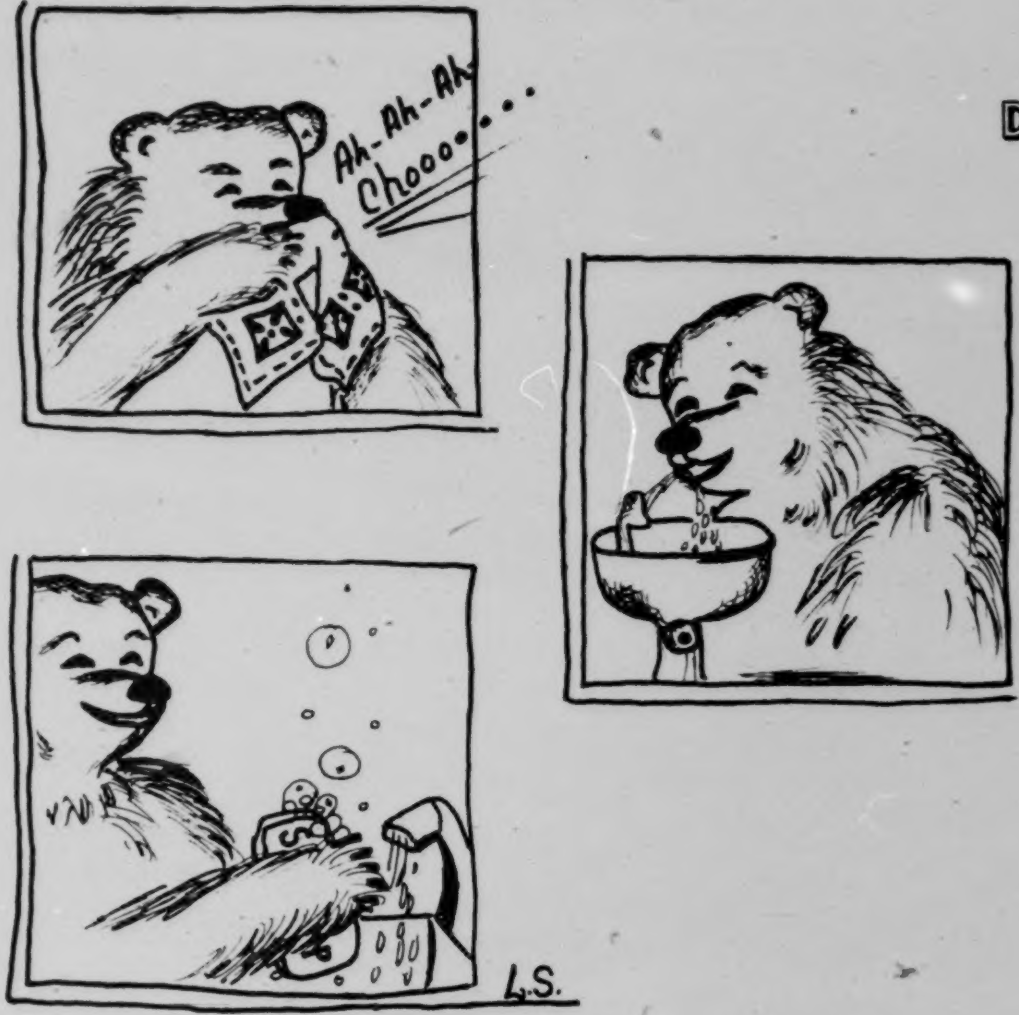
MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Maturity is an important "factor" necessary to make responsible decisions, however, mature drinking does not necessarily indicate a mature person.	Have students develop collages or mobiles illustrating maturity or immaturity and discuss the relationship between them and drinking.	Appendix "A" p. 31
Alcohol has become a problem in many families.	Have students role-play scenarios involving the use of alcohol by different family members.	Appendix "A" pp. 36-38
A family member's drinking problem requires special understanding and coping skills of the entire family.	Discuss how a family member's drinking habits can affect other family members drinking habits or decisions not to drink.	

COMPETENCY: Students will be able to identify dependency patterns and identify alternatives.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Once a dependency on an activity or a substance has been established (psychological or physical) it is not an easy habit to change.	Have the students abstain from one or more of their favorite, most desireable activities to feel what it might be like to be an alcoholic trying to abstain from alcohol.	Appendix "A" p. 34
	Figure the cost of drinking a fifth of whiskey a week for 20 years. Have class discuss how that amount of money could be spent in other ways.	
	Explain to the students the "chart on addiction" and then discuss.	Appendix "A" p. 35

COMPETENCY: Students will be able to demonstrate alternative responses to situations involving the drinking behavior of others.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Going along with a drinker is not the only alternative.	Students discuss the best course of action if they are about to ride with a driver who has been drinking excessively.	
	Students discuss the best course of action if they find their best friend drinking at home (alone) or at school.	



DISEASES AND DISORDERS

GRADES 4-6

INTRODUCTION

Humankind has struggled constantly against disease. Efforts have not always been successful because there was little scientific information available until the nineteenth century. Until that time prayers and magic were the main approaches to disease control. An attitude of hopelessness existed then as it does now in many under-developed countries. An aggressive approach toward disease control was not possible until some basic facts as uncovered by Pasteur and Koch were developed.

Present day needs, along with student age and interest, should be the basis for the selection of the specific diseases to be studied. A historical study of diseases as causes of death and disability (polio, tuberculosis, cholera, etc.) can develop an appreciation of the work of dedicated men and women in this field.

Through the study of disease control, the student can become a well-informed member of the community. (S)He will have confidence in right action and will support the obligation (s)he owes to society to use all protective measures for self and family. (S)He will not remain unprotected and dangerous to his/her community when proven and protective aids are available.

One of every 30 persons employed in the United States works at maintaining the nation's health. The present need for health personnel is urgent! As our knowledge expands in the various health areas, the demand for people to supply health care will outstrip the supply for many years to come. The schools have an obligation to focus interest on adequate health care for Americans through educational programs that guide and prepare students for health careers.

COMPETENCY: Children will be able to differentiate between communicable and noncommunicable diseases and list examples of each.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Materials from the primary outline on Causes of Communicable Diseases should be reviewed at this point.	Encourage discussion of pupils ideas about problems man has had to conquer against disease. Explore history of health heroes such as Jenner, Pasteur, Lister and Fleming.	Cross Reference A.I.D. pp. 39-41
Nature of Diseases (kinds and types)	Discuss questions such as "What is disease?" "What accomplishments has man made in combating disease in the past 50 or 5,000 years?"	
Communicable Disease		
Typical diseases are: a. Measles b. Chicken pox c. Scarlet fever d. Mumps e. Hepatitis	Introduce terms used in discussion of communicable disease: Susceptibility -- the condition for establishment of an infection by invasion of virus or bacteria. Resistance -- the condition of lessened susceptibility that may result from immunization, changed nutritional status, and influences of age, sex and heredity. Infection -- the process by which a microbial organism invades and establishes a parasitic relationship with a host.	
	Class discussion of all possible ways to prevent spread of disease. Review with boys and girls the things they can do to help keep from spreading disease germs: wash their hands before eating and after using the toilet, cover coughs and sneezes, keep pencils and fingers out of the mouth, use their own towels and washcloths, avoid drinking from a common drinking cup, and stay home from school if they have a cold.	Cross Reference Growth & Development pp. 103-104
	Dirty hands with soot or etc., blindfold children and let them wash hands normally, then look and see if all the soot is washed off.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Necessary elements:	Have a class committee do the following:	
a. Host--the body in which the germs live.	Have students identify as many chronic diseases as possible and do enough research to understand each one -- especially how they differ from communicable disease.	
b. Agent--the carrier of the germs from host to host	Check resource material on Epilepsy and Cerebral Palsy and help students understand them better.	Appendix "A" pp. 109-110
c. Environment--usually warm, wet, dark place for germs to multiply	Discuss ways noncommunicable and communicable diseases are alike and different. Make a chart or bulletin board display.	
Noncommunicable diseases and disorders:	Discuss controls of communicable diseases and noncommunicable diseases. How they are alike and different. Make posters or bulletin board displays.	
Chronic Diseases--Examples	Obtain from the Health Department information on posters, charts, slides, movies, etc. to be made into an appropriate display.	Appendix "A" pp. 105-107
a. Heart and circulatory diseases (Rheumatic fever) b. Cancer c. Diabetes d. Mental illness e. Allergies, etc. f. Epilepsy g. Cerebral Palsy		Cross Reference Self-concept (stress & anxiety) p. 32 Cross Reference Nutrition p. 116 Cross Reference A.I.D. p. 42

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COMPETENCY: Children will be able to identify major factors contributing to heart disease.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
		Appendix "B" Amer. Heart Assoc
The circulatory system contains many structures.	Show transparency or charts of the heart. Have students label major structures.	Cross Reference Growth & Dev. pp. 98-99
Cardio-vascular diseases have several causes.	Invite a local M.D. or nurse to discuss some of the more common heart and circulatory problems and how they can be prevented.	
The circulatory system is affected by many factors	Discuss what smoking does to the rate of the heart beat.	Cross Reference A.I.D. pp. 45-47
A. Obesity B. Lack of exercise C. Heredity D. High blood pressure	Use an adult smoker and compare his/her pulse rate for one minute before and immediately after smoking.	
	Have children do vigorous exercise and compare their pulse before and after.	Cross Reference Growth & Development pp. 98-99
	Have school nurse take a child's blood pressure and explain its importance relative to heart disease.	

COMPETENCY: Students will be able to identify the warning signals, nature and treatment of cancer.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Investigate cancer statistics, types, detection and cure.	
The increase of cancer presents a major health problem of concern to all persons.	Discuss self-examination and the importance of recognizing the danger signals.	
Common Sites of Cancer	Discussion or student research on this topic may include the following questions:	
a. Lung b. Breast c. Uterus d. Skin e. Larynx f. Bone g. Blood h. Others	A. What is cancer? What kinds of cancers are there? How do all cancer cells differ from normal cells? What are some possible causes of the different kinds of cancer? Is more information needed about cancer? Are there conditions in your environment that might bring about cancer? How do the actions and habits of people sometimes increase the risk of cancer?	
	B. Do we know any identifiable causes of cancer? If so, name them. What can we do to protect ourselves from these causative agents?	Cross Reference A.I.D. pp. 46-47
	C. What are some of the threats to health in my town or neighborhood? Dust? Smog? Trash heaps? Water pollution? Weather? Sources of food? Poisoning of plants? Sprays? Crowded living?	Cross Reference Environmental Health pp. 86-87

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Cancer is an abnormal cell growth.	After establishing the fact that cancer is a threat to mankind, guide pupils into activities such as the following:	Cross Reference A.I.D. pp. 46-47
Abnormal cell growth can increase because of personal health habits.	A. Make charts and other visual summaries of cancer classes (skin, lung, blood, etc.). Consider possible causes of the various types and possible preventative measures. Encourage apt pupils to review research and indicate further needed research. View cells under a microscope and make drawings of different kinds of cells. Review the history of scientific discoveries on cells and cell growth. Write histories of x-ray. Be young scientists. Make experiments relating to cell growth. B. Make summaries of forces in the community that might threaten health and possibly contribute to cancer (smog, dust, food processing and handling, etc.). C. Make cartoons to illustrate how one's own behavior habits, or involvements might increase or decrease risk of cancer (to smoke or not to smoke, diet, prolonged exposure to the sun, etc.). Stress physical fitness. Discuss how good health habits can help in the early detection of cancer and other diseases through annual check-ups, specific examinations and tests, and communication with adults.	
Many types of cancer can be cured.	Discuss the work of the American Cancer Society in the fight against cancer. Invite a representative to the class.	

COMPETENCY: Children will be able to identify various health related occupations and their roles in improving our personal health.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are many community and individual efforts to combat and prevent disease and disorders.	Although natural immunity can be acquired from having a disease, it is preferable to receive immunity through vaccination or inoculation. Having the disease carries with it certain dangers. Measles may lead to complications such as deafness or blindness.	
(a) Immunization (b) Synthesized immunity	Have a nurse visit the classroom and discuss current immunization methods and effectiveness.	Cross Reference A.I.D. p. 39
	Research the part Edward Jenner played in the history of immunization.	
Special Groups	Create a puppet show to dramatize protection received from immunization.	
(a) Public Health Dept. (b) Sanitation Dept. (c) Research Organization (Cancer Fund, March of Dimes, Red Cross) (d) Garbage and Sewage control (e) Other	Obtain from the doctor a personal health record form for each student to begin filling out.	Cross Reference Nutrition p. 118
	Ask pupils to tell what they would look for if they were sanitary inspectors at a restaurant, at a dairy, at a food store.	
	Invite a public health nurse to explain programs of the Public Health Department.	
There are different methods and effectiveness of immunizations.	Invite the class to speculate upon some things communities to do today to keep people healthy.	
	Plan a field trip through a local restaurant or food store in an off hour. Elicit information about procedures used to maintain cleanliness, prevent food spoilage, and for obtaining certification. Elicit what pupils would look for if they sanitary inspector at this establishment.	Cross Reference Environment pp. 85-86

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Have a representative from a research organization discuss how their funding is used in the fight against disease.	
	Discuss need to be aware of false advertising group claims.	Cross Reference A.I.D. pp. 55-56
	Plan a field trip to a sewage control plant. Point out examples of success. In 1891, there were 174 typhoid deaths per 100,000 in Chicago. As a result of modern sewage treatment, water purification, etc. by 1950 there was less than one death per 100,000	Environmental Health p. 86
Hospitals have many different workers and a variety of facilities.	Arrange a field trip to a local hospital.	
Hospital workers		
a. X-ray technician b. Physical therapist c. Dietician d. Volunteers e. Lab technician	Arrange for a physical therapist, dietician, or lab technician to discuss their role in a hospital. Make a scrapbook of hospital workers, their duties, responsibilities and importance.	
Facilities a. Pediatrics b. X-ray unit c. Emergency	Examine drops of water (rain water, river water) under a microscope to find living organisms. Relate this to lab technician work. Have students give personal experiences of hospitalization. Discuss their fears and doubts before going to the hospital and their attitudes about the same things after hospitalization.	
d. Operating room and Recovery e. Patient room f. Physical therapy	Review need to follow good health habits such as cleanliness, sufficient exercise, rest, etc.	Cross Reference Growth & Develop. p. 103
g. Laboratory	Review Basic Four Food Groups and need for eating balanced meals	Cross Reference Nutrition p. 109

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Attitude of patient toward hospitalization can cause or dispell fears.	Stress the use of personal immunization records. Sample sheets may be completed by students.	Appendix "A" p. 65
Personal responsibility for preventive health measures is paramount.		

ENVIRONMENTAL HEALTH

GRADES 4-6

INTRODUCTION

The environment in which we live affects every aspect of our being, how we think, how we feel, how we mature, and how we function. It is the intention of this unit to identify these interrelated elements of the environment and to focus on their effects. Furthermore, this unit will explore ways that we can use our environment yet maintain a harmony and balance.

The environment in which we live affects every aspect of our being, our beliefs and disbeliefs, our vocations and avocations, our health or lack of health, how we grow physically and emotionally.

COMPETENCY: Students will be able to identify ways in which man changes his environment as he uses it.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Humans must constantly adapt to environmental conditions because their environment changes.	Present a classroom problem with which students must deal, such as: there is a local fuel shortage and the classroom temperature cannot be maintained at 72 degrees.	
As humans use their environment, they either improve or pollute it.	List the effects of the automobile and other modes of transportation on the environment, including air, sound and ecology.	
Many of the devices created to improve our way of life have resulted in environmental damage. New environmental hazards are created as we learn to control others.	Have students identify luxuries in the environment which are resulting in unhealthy conditions. Examples: Air transportation, ground transportation, home appliance.	

COMPETENCY: Students will be able to identify which environmental factors are essential to public health, safety and recreation.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
A dependable water source is essential to public health and recreation.	Have students make a list of all the ways in which they use water for a 24-hour period. Students should then compare their completed list to ascertain the most use of water listed.	
Polluted water contains harmful substances in quantities which endanger health and limit the water's use.	Collect and display pictures and articles about polluted water.	
	Discuss the meaning of the words "reservoir" and "watershed" and how they relate to water resources.	
	Using a map of the State of Idaho, trace a "watershed" and list the locations and sources of possible pollutants to the water.	Appendix "B" pp. 110-111, 114
	List the effects of chemicals upon the rivers and lakes of Idaho.	
Water pollution has many causes, most of which are the results of man's carelessness and abuse.	Research and report on a cause of water pollution and include the source of information.	Appendix "A" p. 66
	Have a class committee find out how sewage is treated in the community. Find the answers to such questions as: What is done with the heavy sewage? Where is the liquid sewage released after treatment?	
Polluted air contains harmful substances in quantities which endanger health and limit use of the air itself.	Obtain a map of the community. Have the class identify possible sources of air pollution in the area.	
	Ask a class committee to determine if there are ordinances prohibiting the burning of trash and/or leaves.	

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COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are two common causes of air pollution: burning, which releases solid particles and gases into the air, and other industrial processes which fill the atmosphere with a great variety of materials.	Burn a small rag or chemical in the classroom or other enclosure. Note the effect. Collect, display and discuss current articles from news sources concerning air pollution in Idaho.	
The air may become polluted by natural events such as dust storms, forest fires, volcanic eruptions, etc.	Have class committees research and report on forest fires and/or volcanic eruptions. Consider their effects on the air. Pictures of such events may be collected for a bulletin board display.	Appendix "B" p. 110
Conditions that produce changes in the speed and direction of the wind indirectly affect the dispersal of pollutants in the area.	Discuss such questions as: . How can the temperature of air affect the dispersal of pollutants? . How does the weather condition known as an "inversion" occur? . How does an inversion condition affect air pollution? . What affect does precipitation have on pollution? . How does the topography of the land affect pollution?	Appendix "B" pp. 110-111
Methods have been developed to control air pollution from industrial processes.	Ask a guest speaker from an industry using air pollution controls to talk with the class about types of and problems with these controls.	
Refuse is defined as the trash, garbage and other materials which no longer have a use. Many treatment methods are available.	Discuss the components of sewage -- toilet waste, bath waste, sink waste Role-play various community environmental problems by using the Coca Cola Econo-Kit.	Appendix "B" p. 115

COMPETENCY: Children will be able to differentiate between the proper and improper ways of protecting ourselves from the environment.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There are ways to protect ourselves against the effects of the environment so we can live in safety, comfort, and good health.	Ask a child to explain why he wears a hat, rubbers, mittens, scarf, etc. when it's snowing. Discuss how you protect yourself from getting a severe sunburn. Adapt games of low organization and dances to correlate with unit on environmental protection; (e.g. pantomime with children: winter weather -- child dressing; summer heat -- child warm and perspiring). Have children draw pictures of how we protect ourselves from the effects of the environment. Discuss how you can prevent spreading germs to others by: washing hands, covering coughs and sneezes, keeping food clean and covered, not eating food from others' mouths, etc. Keep a weather chart for a weekly period. Note the changes in the weather. Have each child construct his own paper thermometer. Explain what kinds of weather sends the liquid in the thermometer up or down. Make mobiles for classroom display by having children draw or cut from magazines, pictures pertaining to any of the following areas: clothing, housing, adequate nutrition. Discuss how these relate to the environment.	Cross Reference Safety pp. 178-180

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Pure food is necessary for good health.	Invite the school dietician to explain the necessity of precautions taken in the kitchen and lunchroom (special clothing such as rubber gloves, hats, hair nets, etc.). Visit the school cafeteria and observe the sanitation procedures in effect. Visit a local market and/or dairy and discuss reasons for the packaging and refrigerating of foods and the sanitary precautions taken in these establishments to assure us of pure food.	

COMPETENCY: Students will be able to identify the effects environment has on our physical health emotional health, and standard of living.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
There is a staggering economic loss yearly resulting from air and water pollution, and there are serious harmful effects on the health of people.	Take a field trip to a water purification or sewage treatment plant to see the filtration and treatment of water.	
	Have students make a display or bulletin board centered around lung diseases which have been linked to air pollution.	Appendix "B" pp. 110-111, pp. 113-114
	Have the class compute the cost to society of one type of source of air pollution, and compare it with the cost of prevention.	Cross Reference Disease & Disorders p. 72
Man uses various methods to control or destroy rodents and insects. This battle must be a persistent one for all people in order to effectively control disease.	Have a committee collect articles concerning unhealthful conditions caused by insects and/or rodents. Have a second committee report on ways to eliminate or prevent this health problem.	
	Discuss with children the statement: "Sanitation is the safest and most effective means of controlling insects."	
	Ask a sanitarian to discuss health and sanitation laws with the class. Visit restaurants, school cafeteria, health clinics, hospitals etc. and observe these laws being enforced.	Cross Reference Disease & Disorders pp. 74-75
	Discuss the potential consequence of uncontrolled insect and rodent population.	
	Discuss the harmful side effects on the environment of chemical control of insects and/or rodents.	
We are the sum total of all the conditions surrounding us. Environment can affect physical and emotional development.	List and discuss the conditions around us which affect an individual's performance in daily activities (noise level, motion around him, odors, etc.).	Cross Reference Self-Concept pp. 27-34

COMPETENCY: Students will be able to define the specific responsibilities the individual and society have for improving the environment.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Each member of a family or community shares the responsibility of maintaining a safe and healthy environment in the home and community.	Have the class develop and act out a skit showing the role of a father, mother and child in contributing to a healthy home environment. Have the class create a story or skit about the day/week a service broke down (garbage disposal, electricity, public transportation, water). Indicate how these problems affected the individual and the community.	
The environment has many limitations, including population. Overpopulation can affect the natural balance of our ecological systems.	Research heavily populated areas of the world, i.e., India, and discuss food shortages, disease problems, and living conditions to point out the effects of overpopulation.	

GROWTH AND DEVELOPMENT

GRADES 4-6

INTRODUCTION

"What a piece of work is man! How noble in reason! How infinite in faculty! In form and moving how express and admirable! In action how like an angel! In apprehension, how like god! The beauty of the world! The paragon of animals!

William Shakespeare, Hamlet Act II, Scene 2

From the beginning of time, people have searched for knowledge about their bodies. At first people responded to their lack of understanding by developing fears and superstitions to explain life's mystical cycle. As time passed, medical positions were established to meet the people's needs. They were called witch doctors, village "bleeders" or medicine men. They "treated" physical needs with whatever was available but again their "healing" rates were minimal--fatalities prevalent. This crude beginning became the foundation for our current medical knowledge and what's more important, our personal understanding of our body. Without this we could not hope to advance to preventative medicine--prevention meaning knowledge so that one can develop a healthy life style.

In order to discover the miracles of growth and development, one must first gain insight into the most wondrous structure, the human body. One way to do this is to study its anatomy, or the science of structure and its physiology, the science of function. When we begin to appreciate the miracle of life and the complexities of our body, we can begin to protect our physical health.

The human body can be compared to any fine, high-quality machine. It is only functional when every part, no matter how minute, is working doing its specific job. It requires constant care and upkeep to keep it running at its utmost potential. To deprive it of this would create a decrease in functionality and possibly even death. Good health care, in contrast, begins with developing good health habits and assures a longer, more healthful life.

From the moment of conception to the point of death is a miracle, one that cannot be appreciated without self-knowledge. To exist should not be enough; our potential is so much more. But we cannot develop this until we have made the exciting discoveries of our body's capabilities. Then we can develop the health practices that are essential to our lives and the lives of our descendants.

And so the cycle of life continues with each generation having a healthier foundation to grow on and a healthier insight of themselves. As a result we have not only added longevity to life's cycle but we have decreased the amount of pain and suffering involved in life. Our increase of understanding has dissolved the fears and superstitions of our ancestors making a strong people with a healthy outlook of the future.

COMPETENCY: Children will be able to identify the basic structure, function, and developmental pattern of living tissue.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The cell is the basic unit of structure in all living things.	Draw and label parts of a typical cell.	
	Use a microscope and/or microviewers and slides to observe cells.	
	Discuss how cells fit together to create tissues.	
	Discuss basic concepts of heredity and make a family tree.	
Cells may differ in order to perform different functions.	Draw several different kinds of cells: Blood, muscle, nerve, etc. Discuss how they are suited to the job they perform.	
	Separate class into groups and have each group study and report on a different type of cell.	
Tissues combine into organs.	Observe different organs: Beef heart, kidney, liver, sweetbreads. (Obtain from butcher shop) Cut open so students can see internal structure.	
	Place cut-out organs on body forms to teach location.	
	Observe and handle models of the organs in the human torso. Compare size and shape. Note location.	
Various organs and tissues work together.	Observe the "Visible Man" and the "Visible Woman".	
	Utilize pictures, wall charts, overlaying transparencies to become familiar with the basic systems. Anatomy transparencies are available through various educational supply companies.	
	Have children listen to chest with stethoscope. They can hear respirations as well as heart beats. Emphasize how many systems work simultaneously.	
	Identify and discuss organs we can live without and how life would be without them. Identify and discuss organs we cannot live without.	

COMPETENCY: Children will investigate the functions and systems of the body in order to create body awareness.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The skeletal system serves several purposes. (a) movement (b) framework (c) support	Name the main parts of the skeletal system and define their functions. Examine a chart, model skeleton, or bones from a butcher. Note different sizes and shapes of some of the main bones (skull, ribs, spinal column). Note how bones fit together. Compare hinge and ball and socket joints. Have pupils move various joints of their bodies to discover which are hinges and which are ball and socket. Borrow a skeleton from college or from local orthopedic doctor. Interview a child in a cast about hospital stat, fracture, and bone involved. What limitations are there? Have students make popsicle sculptures using brass brads to hold the sticks together. Next let students use own ideas to make a method of movement for the puppet. Discuss nutrients needed for development of strong bones.	
Two basic types of muscles perform a variety of body activities. (a) adductor muscle (b) abductor muscle	Define the components of the muscular system. Have pupils hold a book in one hand and bend an elbow. Feel the movement of the muscles (biceps) as the arm is flexed. Clench the fist and note muscle movement in the forearm. Discuss and become aware that muscles work in pairs. Construct a drawing of a pair of muscles. Show students a moveable cardboard skeleton. Point out the "bone parts" and show how these parts could not move by themselves. Have students participate in various physical activities during several physical education sessions. Discuss which muscles are involved in these activities.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Discuss how bones, joints, and connective tissue provide protection for internal organs.	
	Describe how muscles move bones.	
	Have students do an experiment to show the flexor and extensor muscles at work by pulling one finger down hard and then very slowly straightening it.	
	Have students make popsicle sculptures using brass brads to hold the sticks together. Next let students use own ideas to make a method of movement for the puppet.	
	Compare and contrast the difference between the ligaments and tendons.	
	Have students experiment to see tendons at work by using their fingers up and down as though playing a piano. Have them watch the tendons raise their fingers then trace the tendons through the wrist to the forearm where the muscles that pull them are located.	
	Identify some injuries to the musculo-skeletal system and treatment for each.	Cross Reference First Aid pp. 185-186
	Have students research, experiment and discuss the effects of good posture upon digestion, breathing, sensory organs, and appearance.	
	Discuss how emotions affect posture.	Cross Reference Self-concept p. 13

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The skin performs several important functions. (a) protection (b) excretory organ (c) temperature regulation (d) support	Discuss and label skin and its function.	
	Develop a bulletin board showing parts of the skin. Indicate function of each part by appropriate picture; with yarn connect part to picture.	
	Have students report on how skin tans, what makes freckles, what warts or moles are, etc.	
	Discuss the importance of cleanliness in relation to skin.	
	Discuss what happens when one injures the skin.	
The digestive system changes the food into a usable form for the body cells.	Label a diagram of the basic parts of the digestive system Describe how a hamburger becomes you after it goes through this system.	Cross Reference Dental Health p. 123 Nutrition p. 112
	Place a BB shot in a plastic straw and move it along by squeezing the straw. Relate this to the peristaltic action of muscles in the digestive tract.	
	Have a puppet show. Make the puppets to represent various parts of the digestive system. Let the puppets tell how important they are to the body and why.	
	Identify the importance of teeth in the digestive process.	Cross Reference Dental Health p. 127
	Demonstrate the importance of saliva in the digestive process by putting some iodine on a soda cracker. The cracker turns blue, indicating that it contains starch. Now ask a student to chew a soda cracker thoroughly. Take the chewed cracker and test for starch. It does not turn blue. The digestion in the mouth has turned the starch to sugar. Have students write their observations and relate them to the digestive process.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
IX. The respiratory system brings oxygen to the body and removes CO^2 from the body.	Label a chart of the respiratory system and summarize functions of various parts.	
	Breathe deeply and note what happens to your body: (chest expands while diaphragm lowers during inhalation; chest contracts and diaphragm raises during exhalation).	
	Have students write on chalkboard or chart any words associated with the respiratory system that they can think of. As the unit is studied, these may be added to and used for vocabulary/spelling, games, tests, etc.	
	Discuss why we can see our breath on cold days.	
	Give each student a balloon and a soda straw. Have students place one end of the straw in the balloon opening and the other in the mouth. Let them observe the expansion and contraction of the balloon as they breathe into it. Note that this is the same method the lungs use to expand and contract.	
	Have students make a life-size outline of their bodies and draw in the respiratory system.	
	Have students discuss how smoking effects the lungs. What about air pollution?	Cross Reference Disease & Disorders pp. 72-73
	Discuss proper breathing. Do breathing exercises. Discuss improper habits (i.e., holding breath to "pass out" or breathing too fast to "pass out").	A.I.D. pp. 46-47, 59-60

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The excretory system takes care of the elimination of waste liquids, solids, and gases.	Diagram and label the excretory system.	
	Trace oxygen, a solid food, and milk through the body until used or eliminated.	Cross Reference Nutrition p. 112
	Discuss the importance of drinking lots of fluids.	
	Discuss the relationship of the digestive and the excretory systems.	
The circulatory system transports supplies (food and oxygen) and waste products throughout the body.	Identify the main parts of the circulatory system and define their functions.	
	Examine model of the heart.	
	Feel pulse and count beats doing specific activities; then construct bar graphs to compare different rates with different activities.	
	Use a chart of the circulatory system to show students that the blood flows through two main paths.	
	Give students a mineographed picture of the circulatory system. Have them use a red and blue crayon to color the veins one color and the arteries another. Ask them which one they think should be red and why.	
	Identify the components of blood.	
	Have the bloodstream depicted as a river and the corpuscles and platelets as the boats and rafts. Have them explain why they are using that particular symbolism.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Have each student make a stethoscope from tightly rolled paper. Place one end of the paper to the ear and the other end to another student's chest. Listen for the heartbeat. Have students explain why they think it sounds the way it does.	
	Discuss with students and have them list things that can help prevent circulatory problems.	Cross Reference Disease & Disorders p. 71
	Discuss good health habits involving the circulatory system (i.e., not wearing tight constrictive clothing about legs or arms, etc.).	
The nervous system is a control center which receives, interprets, and transmits messages.	List main parts of nervous system and their functions.	
	Prick finger and then prick skin on back with 2 points of a compass. (Since there are fewer nerve endings in the back, only 1 prick can be felt.)	
	Do taste experiments: use foods of similar consistency such as apples and potatoes. Blindfold person and have him taste foods while holding nose. Note the relationship between sense of smell and taste. Suck on an ice cube before tasting something.	
	Have students draw and give functions of the major divisions of the brain, then explain how the brain is protected and nourished.	
	Have students describe and give functions of the spinal cord.	
	Define ways in which nerve impulses aid us.	
	Discuss differences between the nervous system and feeling nervous.	
	Discuss good health habits involving the nervous system (i.e., protecting the head and back from injury like wearing helmets when riding a motorcycle).	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The reproduction system provides the cells for producing a new person and a place for the developing embryo to grow until it is complete enough to survive in the outside world.	Identify the biological differences and also the changes that take place during puberty.	
	Discuss feminine mystique defining femininity and myths related to it.	
	Discuss the physical characteristics of girls becoming young women.	
	Discuss the male mystique defining masculinity and myths related to it.	
	Discuss physical characteristics of boys becoming young men.	
	Brainstorm and list all the advantages of being a girl and a boy vs. being a woman and a man.	
	Discuss pride of being a woman/man, career opportunities today/yesterday.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Identify emotional changes of puberty as related to self, others, girl-boy relationships.	Cross Reference Interpersonal Relations p. 14
	Discuss physical appearance which includes cleanliness as involved with puberty changes and grooming hints.	Cross Reference Emotions p. 27
	Discuss developing breasts, biological purpose of breasts, developmental rates (stress the normality of varying rates of growth), types and styles of under clothing and relate this to body types.	
	Discuss hair growth, under-arm hair growth and hygiene (stress use of deodorants and shaving at the appropriate times), pubic hair growth; facial hair (shaving and types of shavers).	
	Discuss menstruation, biological purpose of menstruation, menstruation hygiene, sanitary protection during menstrual period, proper use of public facilities.	

COMPETENCY: Children will be able to identify the potential and limitations of the body and to determine the range of individual differences.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
A wide range of individual differences in size and shape is normal in growth patterns.	Have students discuss physical similarities and physical differences. Compare an object as to its similarities and differences.	
	Discuss the causes of physical differences (i.e., heredity) that cannot be controlled.	Cross Reference Interpersonal Relationships p. 18
	Discuss the causes of physical differences that can be controlled (i.e., good health habits, good nutrition, good posture).	Cross Reference Nutrition pp. 109-118
	Keep records of personal height and weight and growth patterns.	
Development of our potentials is within the limits of design and age.	Have students draw a picture of themselves now and one of what they would like to be. Discuss how they can achieve these goals.	Cross Reference Self-concept pp. 11-13
	Talk about unrealistic goals.	Cross Reference Interpersonal Relationships p. 23
	Discuss aging and the physical and emotional changes.	

COMPETENCY: Children will be able to select health behaviors which reflect proper care of the human body.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Exercise for fitness involves activities to develop strength, endurance, flexibility, etc.	Take physical fitness pretest. Develop a chart with stated goals and expectations.	
Good posture is the efficient way of using the body.	Set up standards for good posture in all basic movements. Have each student analyze self against these standards.	
	Make yarn stick figure postures or wire sculpture to show good posture.	
Personal cleanliness is an individual responsibility.	Invite resource people such as school nurse to discuss good health practices.	Cross Reference Disease & Disorder p. 75
	Write paragraph on "How I judge someone I have just met".	
Practicing good health and safety measures helps insure our continued good health.	For upper intermediate, have guests, skits, discussions, panels, etc., to stress good grooming and good health while maturing.	Cross Reference Interpersonal Relationships p. 31
	Discuss different ways of resting and when each way might be used (Sleep, relaxing, changing activity).	Cross Reference Nutrition pp. 109, 114
	Be a "health detective" at home and/or at school and record all the examples of good health practices you can find in one day.	Cross Reference Dental Health pp. 137-140 Cross Reference
	Interview parents, lunchroom personnel, custodian, teachers, nurse to ask about health precautions they take in their jobs.	Disease & Disorders pp.74-75
	Compare home accidents to school accidents. Discuss their prevention and treatment.	Cross Reference Nutrition p. 118

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The function of the various systems can be interfered with by injuries, infections and malnutrition.	Examine x-ray of broken bone.	
	Look through magazines and articles to find an accident story. Have students rewrite the article as to how it could have been avoided.	Cross Reference First Aid pp. 185-186
	Report on common childhood diseases: causes, symptoms, treatment, prevention. Present reports in skits or panels.	Cross Reference Diseases & Disorders p. 74
	Observe pictures of people suffering from malnutrition and discuss the steps needed to eliminate the problems.	Cross Reference Nutrition pp. 109-111
Scientific research seeks better ways of helping us stay healthy.	Make a pictorial time line of important discoveries that help maintain health.	
	Give reports on significant health contributions in the past. Write reports on news articles, present on "T.V. news report", or give "You Are There" skits.	

INTRODUCTION

Securing adequate nutrition is a major health problem. As a nation, we eat well; as individuals we do not, but not because our foods are insufficient in quantity or variety. Our country provides an excess of foods to its population. So much so that obesity is a major problem and foods and beverages are advertised on the basis of low calorie content. Dietary fads and reducing fads thrive upon inadequate public knowledge and faulty practices.

Without a definite program of nutrition education, started at the beginning of their school life, children are likely to confine their choices to favorite foods. Likewise, children cannot project benefits into the future and so have no concern or appreciation for what the future will bring if they fail to eat properly now. Nutrition education should be stressed to boys as well as girls. The changing status of the family with working mothers and parental sharing of household responsibilities indicates a necessity for everyone who has an influence on children's habits to be aware of the implications of good eating patterns. The emphasis and practice and choosing the right foods must be learned.

The school's major concern is in the promotion of sound dietary habits. The challenge is to break the traditional boredom of memorizing nutrients and food groups and move into the field of stimulating nutritionally grounded experiences.

COMPETENCY: Students will be able to select foods with the proper nutrients.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Knowing the basic four food groups is necessary for good nutrition.	Have students list the foods they ate yesterday and place them in the proper food group.	Appendix "A" p. 67
All foods are made up of various components called nutrients.	Identify the presence of nutrients, water, starches:	pp. 70-72
	(a) Minerals - Experimentation and visual aids should be used where possible. A small, uncooked chicken bone can be soaked in vinegar for a few days to demonstrate the presence of bone hardening calcium and phosphorus.	Cross Reference Dental Health p. 137
	(b) Water - The presence of water in food may be demonstrated by exposing leafy vegetables, fruit or other types of food to the air until they begin to dry out. The dry, shriveled food has lost its water.	Cross Reference Growth & Develop. pp. 102-103
	(c) Protein - Use a candle and burn a small feather. The resulting odor is common to concentrations of protein. Test beans, egg white, meat, cheese, butter, sugar, peanuts and dry skim milk powder to find foods with protein.	Cross Reference Disease & Disorders p. 75
	(d) Fat - Rub a small sample of chopped or mashed food on a brown paper bag. Heat the paper over a light bulb to dry it. If a grease stain is left on the paper, fat is present. Bacon, mayonnaise, egg yolk, cheese, lunchmeat and peanut butter are good to try.	
	(e) Starch - A drop of iodine on a piece of potato, apple beans, corn bread or spaghetti will turn the food blue-black-purple color if starch is present.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
One combination of nutrients from a variety of foods assures an adequate diet for optimum growth and well-being.	Study various historical explorations that failed due to nutritional deficiencies of the participants.	
	Divide the class into committees to report on each major nutrient. The nutrient's function, sources and reason for special importance should be stressed.	
	Have the class list foods they don't enjoy and construct a list of substitute foods which have the same food value.	
	Use Rip Rocket from Extension Service.	

COMPETENCY: Students will be able to determine the importance of eating at regular intervals throughout each day.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Work efficiency depends upon adequate food intake	Make a bulletin board display of reasons why we eat (growth, energy, feel better, etc.).	Cross Reference Self-Concept pp. 27-34
	List and discuss the foods you ate for breakfast this morning. Count the hours between the last meal yesterday and breakfast today. Tie this in with how we feel in the a.m. and why.	Appendix "A" p. 67
	Investigate the relationship of accidents, errors and misjudgements to food intake. Relate this to the benefits of eating at regular intervals throughout the day.	
	Discuss the differences of food intakes of people involved in various occupations.	Cross Reference Growth & Development p. 103

COMPETENCY: Students will be able to identify how feelings and emotions affect eating habits and the digestive process.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Food is digested by the body so it can be used for growth.	Draw pictures of the digestive tract and label the various parts. Discuss what each part does as food becomes "you".	Cross Reference Growth & Development p. 96
	Draw or provide a chart of an enlarged cross section of the small intestine to illustrate how nutrients are assimilated into the blood.	Cross Reference Dental Health p. 123
	Invite a physician or nurse to discuss with the class the process of digestion, proper treatment of the digestive system.	
	Discuss stages of digestion. Follow a simple meal through each process.	
	Have school nurse discuss indigestion. What are the symptoms? treatment? cause and prevention?	
Feelings and emotions affect digestion of food.	Discuss happiness or sadness and how these emotions affect digestion.	Cross Reference Self-concept pp. 27-34
	Discuss how fear, anger, rest and relaxation relate to digestion.	A.I.D. p. 42
	Discuss the importance of moderate activity after a meal.	
	Discuss how a hurried meal can affect your digestion.	
	What emotions are present with hunger?	
	What emotional situations cause us to eat? (i.e., when you're hungry? happy? sad? nervous? angry? bored? relaxed?)	

COMPETENCY: Students will be able to demonstrate the basic principles of meal planning.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Many kinds of foods can be combined to provide nutritious, interesting and enjoyable meals.	Have students keep record of their food intake for 3 days. Afterwards help students analyze each day's intake according to "basic four" nutritional components to determine adequacy of diet and its enjoyability.	Appendix "A" p. 69
	The school cafeteria supervisor may work with the class to plan the school lunch menu for a day based on a type "A" pattern.	Appendix "A" pp. 77-78
	Discuss how the type "A" pattern follows the basic four food groups.	Appendix "A" p. 68
A balanced diet has value.	Discuss the value of cold lunches and have students create sample menus. (School lunch program may provide cold lunch for the class.)	
	Using white rats, divide into a control group and an experimental group. Have control group eat a balanced diet. Have experimental group eat an unbalanced diet. Observe changes in behavior and appearance. When experimental group begins to show these changes, begin a balanced diet and observe to reinforce value of balanced diet.	

COMPETENCY: Students will be able to differentiate between responsible and irresponsible snacking habits and between proper and improper snack foods.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Some foods are better than others for snacking.	Make a list of the class's favorite snack foods and discuss the calorie and nutritional value of each.	Cross Reference Dental Health p. 137
	Make a list of the most nutritious snack foods such as nuts, milk, juices, fruit, celery, carrots and discuss these with the class as opposed to cakes, cookies, candy, soda pop, etc.	Cross Reference A.I.D. p. 45
	Discuss appropriate and inappropriate times to snack.	Cross Reference Growth & Development p. 103
	Conduct a survey of snack foods eaten by students.	
	Have school lunch program provide nutritious snacks for the class and have supervisor explain their nutritional value.	
	Promote nutritious snacks throughout the school by posters, ads in school paper, etc.	
	Listen to record "Junk Food Junky" and discuss.	
	Identify and discuss convenience foods and how they affect how we snack.	

COMPETENCY: Students will compare advertisement of food with the actual nutritional value.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Many foods look or sound good when advertised or are pleasant to the taste but lack nutritional value.	Lead a discussion on food fads and junk food. Have students list the foods they see or hear advertised on T.V., on radio or in newspapers.	Cross Reference Dental Health p. 141
	Have students create a commercial for nutritious food. Raise the question, "Why is it important to get reliable information about food?"	
	What resources are available to the consumer for information regarding nutritional foods, i.e., consumers' guide, Agriculture Extension Services, district Health Department.	
	Have students bring a variety of labels from home. Identify and discuss the information provided on each label. Identify purpose of labeling.	
	Explain the U.S. RDA and how to use them. Compare to MDR.	Appendix "A" pp. 73-76
	Divide class into committees and have them report on the various government agencies that protect our food supply.	

COMPETENCY: Examine and identify the problems of weight control at various age levels.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
One's weight may affect appearance, self-confidence, relationships with others and personal health.	Compare obesity to calorie intake and output. Using the menu developed earlier compute the number of calories it contains. Compare to chart in Appendix "A".	Appendix "A" p. 79
	Identify and discuss causes of obesity, e.g. overeating, poor eating habits, glandular disturbances, emotional disturbances.	Cross Reference Self-concept pp. 12-14
	Discuss the effects of family or cultural eating habits and obesity.	Cross Reference Growth & Development p. 102
	Evaluate the disadvantages and dangers of obesity e.g., fatigue, discomfort, play and exercise, limited group activity, personality difficulties, job handicaps and the effect on such internal organs as the heart, arteries and kidneys.	
	Identify and evaluate the causes and dangers of underweight, such as worry, disease, fatigue, heredity, poor eating habits and lowered resistance to disease.	Cross Reference Self-concept pp. 27-34
	Collect newspaper clippings and advertisements about crash diets, reducing fads, reducing pills, and quackery. Discuss and analyze weight-reducing procedures.	
	Invite an interested dietician to discuss the proper methods of weight reduction.	
	Develop a panel discussion on "Diet and its relationship to weight control".	

COMPETENCY: Students will be able to identify how cultural backgrounds affect food choices.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Food is an integral part of cultural patterns.	Develop lists of traditional/regional foods eaten by different cultures or nationalities.	
	Emphasize factors influencing choices: climate, region, nationality, traditional festivities, available storage, seasonings and preparation.	
	Prepare bulletin board displays, showcase exhibits or diagrams showing food models or pictures of regional or national origin.	
	With school lunch supervisor plan, prepare and serve a balanced meal of food typical of a foreign country.	
	Have students compare these foreign foods to the basic food groups.	

COMPETENCY: Students will be able to determine necessary precautions for safe handling and storage of food.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Food quality can be affected by methods of handling.	Using a slice of bread, meat, or cheese leave in classroom for 24 hours. Observe and discuss changes.	
	Have school lunch supervisor explain methods of handling and storage they utilize. Plan a trip to school lunch facility for first hand observation of these practices.	Cross Reference Environment pp. 84-85 Diseases & Disorders p. 74
	Invite District Health Department environmentalist to give a presentation on the proper methods of food handling and storage.	
	Have school health nurse or physician explain the diseases caused by unsafe handling and storage.	

With a smile like this, I should run for president!
L.S.

DENTAL HEALTH

GRADES 4-6

INTRODUCTION

Dental health plays an important role in successful school and life experiences. It affects physical and mental health, social well being and the development of many skills.

Few children escape the destruction of dental disease, yet dental disease can be prevented. Treatment alone is not the answer. Prevention of dental disease requires the joint efforts of education, prevention, and treatment. Modern dental care, although better than ever, is not a substitute for daily care by the individual. You, the expert in education, can provide the knowledge and the continuous reinforcement necessary to influence students' health habits. You can help your students to a lifetime of good dental health by:(1) helping each student recognize the importance of good dental health, (2) helping each student accept dental health as an individual responsibility, (3) helping each student develop the skills necessary to maintain a clean, healthy mouth, and (4) helping each student establish good dental health habits.

If a child learns good health habits at an early age, the probability of preventing disease is greatly increased. Most educational programs have increased knowledge of health concepts, but little permanent success has been achieved in improving health practices. Prolonged interaction and supervision are necessary to establish good health habits. We ask your help in teaching a dental health unit that can benefit your students for a lifetime.

COMPETENCY. Students will be able to identify the role of teeth in relation to digestion, speech, appearance, and total health.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Teeth are important.	Show film.	Appendix p. 80
(a) Digestion (b) Speech (c) Appearance (d) Physical Health (e) Mental Health (f) Social Health	Digestion:	
	Discuss how the teeth, tongue, cheeks, and palate (roof of the mouth) comprise the first step of the digestive system and how they affect nutrition.	Appendix p. 81
	To illustrate how teeth aid in digestion, place a whole lump of sugar in one glass of water and a crushed lump in another glass. Stir each and observe which dissolves more quickly.	Cross Reference Growth & Development p. 96
	Speech:	
	Discuss how the teeth interact with the lips, tongue, palate and the cheeks to produce sounds. Have children pronounce words such as thirsty, thank you, thistle, sister, lips, little, bumblebee.	Cross Reference Nutrition p. 112
	Have pupils attempt to say the alphabet several times, each time trying to keep a particular part of the speech apparatus motionless - tongue first, then lips, then lower jaw. Make a chart showing which sounds cannot be made when part is immobile.	
	Give a pupil a message and have him communicate it to the class without speaking.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Appearance:	
	Ask students to bring magazine pictures of people who have attractive smiles. Discuss how teeth affect the appearance and then have students make a poster or bulletin board collage, using the pictures.	Cross Reference Self-concept p. 8
	Have students compare reactions to smiling and non-smiling faces or attractive and unattractive teeth and discuss how appearance can affect social relationships and mental well-being.	

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COMPETENCY: Students will be able to identify the parts of a healthy tooth and its supporting structures.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
A tooth and its supporting structures are comprised of highly specialized tissues.	Anatomy of a Healthy Tooth and Supporting Structures: Diagram a tooth and its supporting structures and discuss the functions of each part.* Obtain x-ray pictures from a local dentist, mount them in standard slide mounts and project them with a 35mm projector. Help the students identify the various structures observable on the x-rays. On a prepared diagram of a tooth, have students label the enamel, dentin, cementum, pulp, crown, root, neck, gums (gingiva), alveolar bone, and periodontal membrane. Include dental words in spelling lessons. * Anatomical teeth and jaw models can be obtained from various science equipment supply companies.	Appendix p. 82

COMPETENCY: Students will be able to differentiate the various tooth forms and to relate these variations to tooth function.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Tooth form varies with function.	Types & Functions of Teeth:	
(a) Incisors - cut (b) Cuspids -hold, tear (c) Bicuspids - crush (d) Molars - grind	Discuss the specialized shapes and functions of the incisors, cuspids, molars, and bicuspids. Have pupils eat apples and discuss how the various types of teeth function in the biting and chewing process. Or, divide the class into two groups. Have one group try to eat an apple using only the molars, while the other group attempts to eat the apple entirely with incisors. Study extracted animal and human teeth, or have students observe their own teeth in a mirror, noting shapes, cusps, pits and fissures.	

COMPETENCY: Students will be able to list the differences between primary and permanent teeth and to describe the importance of both dentitions for normal growth and development.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Both the primary and permanent dentitions are necessary for normal growth and development.	Growth & Development: Using a chart or plastic model of the teeth and jaws, discuss how the teeth develop, the sequence and time of eruption.	Cross Reference Growth & Development p. 96
	List on the chalkboard the functions of the primary teeth and point out the importance of taking good care of them even though they will eventually be replaced. Discuss why a dentist often places a space maintainer if a primary molar is lost prematurely.	
	Have students look in a mirror and count their teeth. Lead them to the discovery that there are 20 baby teeth and that they will eventually have 32 permanent teeth. Identify the six-year molars. Emphasize the importance of these first permanent molars and the fact that they do not replace primary teeth.	Appendix p. 83
Define malocclusion as an abnormal positioning of the teeth and/or jaws (mal-bad; occlusion - the way the teeth come together).	Malocclusion: Have students view pictures or drawings of normal occlusion and malocclusion. Avoid personal reference to children who have irregular teeth. Discuss the probable causes, detrimental effects, and preventive and corrective actions that can be taken.	Cross Reference Self-concept p. 14
	Invite an orthodontist to speak to the class.	

COMPETENCY: Students will be able to explain the role of bacterial plaque in the initiation and development of dental caries and periodontal disease and to describe the end results of these dental diseases.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Plaque is the primary cause of dental caries and periodontal disease. (a) Plaque is sticky film of bacteria which is continuously forming on teeth. (b) There are millions of bacteria in the mouth but these bacteria are not harmful to the oral structures until they are organized into plaque. (c) Undisturbed plaque will grow on any tooth surface	Bacterial Plaque: Have students examine their teeth in a mirror. Note how difficult it is to see plaque. Then have students chew disclosing tablets and re-examine their teeth in the mirrors noting the areas of greatest plaque accumulation. Contact a dentist or local dental society concerning availability of a phase contrast microscope. If one can be obtained, have students study live bacteria by removing plaque from the gumline with a toothpick and viewing it under the microscope. To demonstrate the presence of bacteria in the mouth, bacteria can be grown on gelatin. 1. Sterilize gelatin (sweetened with sugar) in a pressure cooker for 15 minutes or by boiling. Pour the gelatin into two shallow dishes, cover and allow to set. 2. With a toothpick, scrape plaque from the teeth and place it in one of the dishes. 3. Label and cover both dishes and leave them in a warm place. After three days, bacterial growth should appear in the dish exposed to plaque. No growth should be seen in the uncontaminated dish. 4. After the demonstration is completed, destroy the growth by boiling the dishes and contents for 10 minutes, preferably in a pressure cooker.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Bacteria in plaque convert sugars, particularly sucrose, into acids which destroy the tooth, resulting in tooth decay (dental caries). (a) Bacteria produce acids within seconds after sugar is eaten. (b) Acid production lasts 20 minutes up to several hours.	Tooth Decay: Discuss the role of bacterial plaque in the initiation and development of dental disease. To demonstrate acid production in the mouth: 1. Obtain a 0.2% aqueous methyl red solution from the high school chemistry department or from a drug store. Demonstrate how this acid indicator dye works by placing a drop of methyl red on a clean slab of tile. Add a little soap (alkaline) and the yellow color will be intensified. Add a drop of vinegar (acid) to another drop of methyl red, and a deep red color will result. 2. After demonstrating how the indicator dye works, use toothpicks to scrape plaque from the teeth of several students. On a clean slab, arrange the plaque in a doughnut shape. Place two or three drops of methyl red on the plaque and add a few crystals of sugar to the liquid in the center of the circle. If acid forming bacteria are present in the plaque, the indicator dye will turn red soon after the addition of sugar. The red color will first appear as small dots that slowly spread from the germs throughout the dye. Gradually, the color intensity will increase; if not, it may be necessary to stir the plaque and add more methyl red.	Appendix p. 84

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

To determine the acidity or alkilinity of the mouth:

1. Instruct students to place a sterile cotton swab under their tongue, soak it with saliva and apply it to a piece of litmus paper.
2. The degree of acidity or alkilinity can be determined by comparing the resulting color with the color chart provided by the manufacturer. A pH of 7 indicates an acid mouth and above 7 shows an alkaline mouth.

To show the effect of acid on the teeth:

1. Shed teeth from students or extracted teeth obtained from a dentist can be used to show the decalcifying effect of acids. Place one tooth in a 1% solution of hydrochloric acid (available at a pharmacy). Place another tooth in vinegar, another in coke, and one in plain water. Observe changes for one to two weeks. The effect on the teeth increases according to the strength of the solution and the length of time the tooth is in the solution. As the acid decalcifies the tooth, the enamel loses its translucency, first turning chalky and then opaque white. Eventually, the tooth becomes so soft that it can be pierced with a needle. This dissolving action can be compared to the decay process in the mouth.
2. To more rapidly show the decalcifying effect of an acid, soak teeth in a 5% solution of sulphuric acid obtained from a pharmacy. The teeth will begin to dissolve immediately and within 6 hours will be substantially decalcified.

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COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	To demonstrate the progress of dental decay: 1. Bring a firm apple to class. Punch a hole in it and then set it aside. After several days, cut through the apple where the hole was made and have the class observe the effect of decay. Compare the apple to the anatomy of a tooth and discuss the similarities in the decay process. 2. Obtain decayed, extracted teeth from a dentist and have class examine. Have students inspect their teeth for decay, using a mirror. Plan a dental project for the biological sciences division of the school science fair.	
Toxins produced by bacterial plaque initiate an inflammatory disease of the gums and supporting structures, called periodontal disease. (a) Gingivitis-an infection of the gums characterized be bleeding and puffy gums. (b) Periodontitis-a destructive infection of the bone surrounding the teeth which eventually results in tooth loss.	Periodontal Disease: Review the supporting structures of a healthy tooth and discuss the progressive destruction of these structures by periodontal disease. Emphasize the role of plaque in the development of periodontal disease. Ask students if their gums bleed when they clean their teeth. Explain that bleeding is a sign of infection and discuss the early signs of gingivitis. Compare the gum's reaction to plaque with the skin's reaction to a sliver. Point out that removing the irritant allows the tissues to return to normal. Have students look in mirrors to check the health of their gums, noting contour and color.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Discuss the development of periodontitis and the irreversible changes associated with it. Compare the tooth to a fence post. Discuss how the dirt supports the post and the fact that the post will become loose and eventually topple as dirt is removed from around the base. Comment that it is easy to reset the post, but that once bone is destroyed, it is hard to replace. Missing Tooth: Compare the intermeshing of the teeth with the cogs of two wheels. Discuss how the shifting of even one tooth affects this relationship and can contribute to further breakdown of the teeth and supporting structures. Use building blocks to illustrate how the loss of a tooth affects the balance of the dental arch and how the removal of one block from a wall of blocks will weaken the entire structure and cause its collapse. Discuss the importance of replacing missing teeth.	

COMPETENCY: Students will be able to list and discuss the principles on which plaque-control for the prevention of dental disease is based.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Dental disease is preventable.	Compare bacterial plaque to an ant colony. Discuss the fact that: 1. Bacteria must be organized on the teeth in plaque to be harmful. 2. Once removed, it takes 24-30 hours for bacterial plaque to completely reorganize on the teeth. Invite a prevention-oriented dentist to speak to the class about the difference plaque control has made in the mouths of his/her patients.	

COMPETENCY: Students will demonstrate the ability to floss and brush correctly, to completely remove plaque from all tooth surfaces and to maintain plaque-free teeth on a daily basis, as evaluated with disclosing tablets or solutions.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Plaque can be completely removed from the teeth by thorough brushing and flossing.	Brushing: Show film.	
	Demonstrate with a large set of teeth and a toothbrush, the proper way to clean the teeth. Emphasize correct toothbrush placement and technique. Discuss the recommended design of a toothbrush and the role of toothpaste in cleaning.	Cross Reference Growth & Development p. 103
	To help the students develop the skills necessary to maintain a clean, healthy mouth, have brushing sessions daily for one week. Obtain toothbrushes for each student.* Have students practice brushing, using dry brushes and no toothpaste. If students have difficulty with placement and movement, concentrate on just a few teeth at first, until the brushing technique is mastered.	
	To establish brushing as a habit, have students brush at least once a week for an entire semester.	
	To demonstrate the need for brushing and flossing, have students use a disclosing tablet and check in a mirror for plaque. Note areas of plaque accumulation which can and cannot be reached with a toothbrush.	
	Invite dental hygienist from the district health department to speak to class and to evaluate their oral hygiene. The dental hygienist can return at the end of the semester and re-evaluate oral hygiene.	Appendix p. 109

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* Toothbrushes, dental floss, etc. are available free from Dental Section, Idaho Dept. of Health & Welfare, Statehouse, Boise, Idaho 83720 (384-2127)

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

Flossing:

Demonstrate on a large, flossable set of teeth, the correct way to use floss. Discuss the types of floss available and the type most recommended.

Students can experiment with the principles of flossing using twine or yarn. The fingers of one student represent teeth while another student uses the twine to "floss" between the fingers.

Issue floss to pupils and have them try to floss several teeth. As students gain confidence and skill in using floss. gradually increase the number of teeth flossed during each session. Encourage students to work around the dental arch in a regular pattern.

To help establish flossing as a habit, have students practice flossing daily for one week and then continue flossing sessions once a week throughout the semester.

To destroy the myths related to detergent (cleansing) foods, rinsing and gum chewing, ask students to name ways to clean the teeth and gums. List reported suggestions on the chalkboard. Then have pupils attempt to remove stained plaque by:

1. eating crisp foods (celery, apple)
2. rinsing the mouth with water
3. chewing sugarless gum
4. brushing
5. flossing

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

To involve parents in the classroom plaque control program:

1. Send pamphlets home.
2. Invite parents to participate in the classroom plaque removal sessions.
3. Arrange an evening meeting to explain the program to parents.
4. Invite parents to a dental health program, extending invitations on a tooth made of heavy paper. Have students present a play, poems or songs about dental health. Serve sugarless refreshments.
5. Ask each student to compose a letter to his parents, or make a booklet, outlining what he has learned about dental health and diet.
6. Assign students to teach family members about plaque control for the prevention of dental disease.

COMPETENCY: Students will be able to outline the essentials of a well-balanced diet in terms of the basic four food groups, high-sugar "trigger" foods, and acceptable, non-cariogenic snack foods.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Diet and dental health are closely interrelated.	Basic Four: Discuss the essentials of a well-balanced diet in terms of the basic four food groups. Have students name foods to fit into each group or sort a list of various foods into the appropriate groups.	Cross Reference Nutrition pp. 109, 113
	Using prepared forms, have pupils keep a record for three days of everything they eat at meals and snacks. Then ask pupils to compare their diets with the recommended daily intake and write down changes they could make to improve their diets.	Appendix p. 69
	Trigger Foods: Have pupils circle the sugar-containing foods listed in their "diet-diaries" and then calculate the number of acid attacks to which their teeth were exposed each day.	
	Discuss the texture of foods and how this affects retention and, therefore, acid production time. Cut through an apple with a knife and then through a marshmallow. Point out that highly refined foods are sticky and cling to the teeth.	Cross Reference Self-concept p. 13
	Study the school lunch menu for sugar content.	
	Snacks: Ask students to list their five favorite foods and then discuss the amount of sugar in these. Have students list five non-sugary snacks they enjoy.	Cross Reference Nutrition p. 114
	Have a "smart snacks" party. Serve: popcorn, crackers with cheese, potato chips, carrot sticks, radishes, celery stuffed with cheese, apples, oranges and other fruits, beef bologna, unsweetened beverages, dry roasted peanuts, etc.	

COMPETENCY: Students will be able to identify habits and activities which are potentially hazardous to oral health and can suggest actions to take to avoid these hazards.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Some habits and activities can be detrimental to oral health.	As a class project, list habits which can damage the teeth and gums. Include discussion of tobacco habits and how they can contribute to periodontal disease and oral cancer.	
	Have a "safety hunt". Identify hazards; for example, drinking fountains, swings, thrown baseball bats, shoving.	Cross Reference Self-concept pp. 27-34
	Have the students develop safety rules for home, playground, and school. Students can write slogans and make posters to place in the halls and above drinking fountains.	
	Make a bulletin board display of sports in which oral injuries are likely.	
	Have pupils write leaflets on oral safety and emergency procedures, to take to parents.	

COMPETENCY: Students will be able to list functions of the dentist, dental hygienist, and dental assistant and discuss their roles in maintaining oral health.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
The dentist and his staff play an important role in the prevention and treatment of oral disease.	Ask students to describe their dental experiences. Discourage exaggerated descriptions of pain and fear. Have them tell about the services that the dentist, hygienist and assistant each performed. Divide these services into preventive and reparative procedures, list them on the blackboard, and discuss. Have students research the various dental specialties and report to the class (endodontist, pedodontist, peridontist, prosthodontist, orthodontist, oral surgeon, and general practitioner). Discuss the statement: "Regular dental care is less expensive than dental repair."	

COMPETENCY: Students will be able to explain how dental decay is affected by fluoride.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Fluoride prevents tooth decay.	Discuss how fluoride prevents tooth decay. Make a list of various sources of fluoride and discuss the effectiveness of each.	
(a) Fluoride is a chemical present in varying amounts in foods and water supplies.	Find out from the local health department whether or not the community water supply contains an adequate amount of fluoride.	
(b) Flouride hardens the tooth enamel and can reduce tooth decay by as much as 66%.	Take a water sample at school and have it analyzed for fluoride content. If the water sample is submitted through a dentist or physician, it will be analyzed free by the Laboratory Services, Idaho Department of Health and Welfare, 2120 Warm Springs Avenue, Boise, Idaho 83720.	
(c) Fluoride can be obtained through the water supply, dietary supplements, topical applications by the dentist, and toothpastes.		

COMPETENCY: Students will be able to list ways in which advertising can influence oral health practices and purchases.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Advertising affects consumer choices.	Ask the children to bring reports on various television, newspaper and magazine advertisements for products that "freshen" the breath. These can form the basis of a discussion on halitosis. An evaluation of such advertisements can be made in terms of scientific accuracy, and a conclusion reached as to the best ways to maintain oral hygiene and prevent bad breath.	Cross Reference A.I.D. p. 55 Nutrition p. 115
	Have students bring magazine toothpaste advertisements. Discuss the accuracy of the claims made and check for the seal indicating the toothpaste is accepted by the American Dental Association Council on Dental Therapeutics as containing an effective fluoride compound.	
	Have students bring magazine tobacco and cigarette advertisements. Discuss the appeals which are made to sell the product and how these contrast with the actual situation.	Cross Reference A.I.D. p. 55
	Discuss Saturday morning television commercials which promote candy and cereals.	
	To promote parental involvement, have students write letters to parents "advertising" the school dental health program.	
	Have students make poster advertisements "selling" the various principles of dental health.	

COMPETENCY: Students will be able to explain how teeth can last a lifetime.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Teeth are designed to last a lifetime; with proper care they will.	Divide the class into half. Each half chooses a team of four students and then prepares questions about dental health to ask the panels. Questions are presented to the panels as in "College Bowl," points are awarded for each correct answer, and the team with the most points at the end of the quizzing wins.	
	Have students take dental quiz.	Appendix p. 85

DL

SAFETY AND FIRST AID

GRADES 4-6

Somehow Griz, I don't think they've got the hang of it!

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L.S. 259

INTRODUCTION

First aid education is essential for every American. The knowledge of first aid may someday make it possible for a person to save a life. This life may be that of a stranger or of a person who is very dear. In some cases the life one saves may be one's own.

First aid education makes it possible for us to deal with the many health emergencies that occur in everyday living. It helps us to meet these health emergencies without confusion or panic, until professional aid becomes available.

It would be advantageous for teachers involved with the teaching of Basic Aid Training (4th grade) and the Basic First Aid Course (5th & 6th grades) to have completed a standard and/or advanced Red Cross First Aid Card but it is not required. The practical work in the Red Cross First Aid Courses should be of particular value to the teacher in deciding how to handle class practice and demonstrations.

The BAT program is reprinted with the permission of the Minneapolis Area Chapter, American Red Cross.

OBJECTIVES

Pupils in grades 4, 5, and 6 should:

- Identify skills and procedures for emergency situations in order to save lives.
- Identify that first aid skills are a means of saving lives and minimizing disease and injury.
- Recite immediate action steps in calling for professional help to save lives.
- Demonstrate first aid skills
- Demonstrate the use of first aid kits and equipment.

100c

COMPETENCY: Students will be able to demonstrate how to get emergency help and what to do until help arrives.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
LESSON I		
If the answer stay calm, keep cool, keep calm or don't get excited is not given, show flip chart #2- Keep Calm.	Ask: what is it that each one of you is going to have to do before you can help anyone in any type of emergency? This is the very first rule in B.A.T. class.	Appendix "A" p. 82
	Explain: If you are calm, then you can help to keep the victim calm, and prevent shock. (Show chart #3-Keep The Victim Calm.)	Appendix "A" p. 83
Note: Usually 3 or 4 hands will be raised. The purpose of this next presentation is to simplify the complicated concepts of shock and relate to the previous experiences of the students. The age, experience and interest of individual groups will indicate whether further explanation will be beneficial.	Ask: How many of you have ever been in shock? Explain: Think about the time you had a bad bicycle accident and when you stood up, you became very dizzy. Ask: How many of you have felt this way when you've been hurt? (Usually many hands are raised.) Ask: What can you do to help someone who is dizzy, or to keep him from becoming dizzy?	
See the Red Cross First Aid Text-pages 25-31 for added information.		

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Note: Answers by students should include having the victim lie down.	Ask: What can you do to help someone who has become chilled as the result of an injury or to prevent the chills?	
Dizziness is caused by a lack of blood in the head. By helping a victim lie down, the blood more easily reaches the head. It can also keep the victim from falling down and perhaps sustaining an injury.	Students often recommend covering a victim with a blanket Ask the students, "How many brought blankets with you today? Then what would you use instead? What could you use today?"	
Note: Cover the victim sparingly, according to the temperature of the environment, with an available blanket, coat or sweater.	Story: A man was driving along the highway one winter day when he saw two cars that had been involved in an accident. A victim had been taken from one of the cars, laid down on the side of the road to wait for an ambulance, and carefully covered with blankets. The man stopped his car, got out and went over to the victim to see if he had been well taken care of. What do you suppose had happened to the ice on the side of the highway when that man's warm body was put on it? He was lying in a pool of ice water. Was this preventing shock? What should the persons giving first aid have done to help the victim? The adults who took him out of the car should have left him in the car. If they had to take him out of the car, it would have been better to lay him on top of some blankets when they put him on the ground. A victim should be protected over and under his body.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Answers by students should include: (a) Show them that you are calm. (b) Explain that help is coming right away and everything will be all right.	Ask: When people are hurt, they are often frightened. Fear may cause a more severe case of shock and an upset stomach. How can you keep a victim from being so frightened?	
	Review: Name three ways you can help to prevent shock. (1) Have victim lie down. (2) Use blanket or available material beneath and to cover victim. (3) Keep victim calm.	
Note: This story is used to illustrate the concept that if three persons are together and one person is injured, one person goes for help and the other stays to care for the victim and to prevent further injuries.	Story: Three boys went to a golf course one day to work as caddies. Business was slow, so to pass time they walked over to a large sand pit nearby. While playing, a portion of the pit wall collapsed and covered one of the boys. The other two boys uncovered the victim until his head was free and he could breathe, and then they both went for help. They were only gone for 10 minutes but in the meantime another portion of the wall collapsed and again covered the boy. By the time the two boys returned with help the victim was dead. What should the two rescuers have done to save the boy's life?	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	One boy should have stayed to care for the victim and prevent further injuries while the other went for help.	
	Or, both boys could have removed the victim from the dangerous area and then one could have gone for help.	
	What can you do if there are only two persons together and one person is hurt, but help is urgently needed?	
Note: If someone stops breathing, artificial respiration must be started within 4 minutes or most victims will die..	Show chart #4 - Check Bleeding and Breathing	Appendix "A" p. 84
	Ask: If someone is bleeding heavily they could bleed to death within 1 1/2 minutes. Is this enough time to get help?	
	Ask: Is this enough time to go and get help?	
	Explain: Before you go to get help for an injured person, stop any bleeding and be certain the person is breathing.	
	To stop heavy bleeding put direct pressure over the wound with your hand, or any available material. It is best to use a dressing.	
	What do you have on today that you could use as a dressing?	
	Answers should include scarves, handkerchiefs, shirt sleeves, socks, etc.	
	If you have to choose between a white tee shirt and a sock, which would you choose? Why?	
	Answer: Teeshirt; greater cleanliness.	
	If you had to choose between a tee shirt and a fuzzy sweater which would be a better dressing? Why?	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Dressing injuries continued	Answer: Tee Shirt. (1) Greater absorbency. (2) Reduced number of fibers in the wound.	
	Before leaving victim to get help, tie cloth tightly over wound. If the cloth becomes blood soaked, do not remove; simply add more dressings. Elevation of the bleeding part will help control the bleeding also.	
	Demonstrate: Show technique to class by demonstrating on the arm of one student.	
Note: Several students will respond: Mouth-to-mouth resuscitation. (Resuscitation is a difficult word to pronounce; therefore, the technique may be called mouth-to-mouth breathing.)	Ask: What can you do if a person is not breathing?	
	Ask: Where could you go if someone was hurt today on the playground? 1. Playground Supervisor 2. Teacher 3. Nurse	
	Ask: Where should you go if someone is hurt on the playground when school is closed? 1. Nearest home. 2. Also available for help are police emergency telephones.	
	Explain: If you need emergency help and there are no adults available, you must get the help by using the nearest telephone. Such emergencies include calling the fire department, rescue squad, police department, poison center and burn center (if available in community), electrical power company, gas company, ambulance, hospitals, and doctors.	

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Ask: How many of you know all of those numbers? Half of those numbers? Three of those numbers?	
	Explain: It is very difficult to know all of those numbers, especially when they change from community to community. But there is one number you can dial to get any type of emergency help in any community. Just dial "0".	
	Demonstration: Show chart #5 Dial 0.	Appendix p. 85
	Using a telephone and following a chart, demonstrate the proper technique in making an emergency call.	
Note: Students may read the charts out loud together if instructor wishes.	An activity follows the demonstration in which each child gets a chance to make a simulated emergency telephone call. Complete directions should be given before the activity begins, as follows:	
	Explain: I will give a telephone to the first person in each row.	
	They will make up an emergency situation and phone it correctly, according to the chart, to the person behind them, who will be the operator.	
	When the operator has received a correct call, (s)he will tell the person making the call to hang up the receiver.	
	The operator then becomes the caller and phone is passed on.	
	I will walk around to see how you are doing.	
	Those of you who are waiting to make a call, have your emergency situation in mind.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

Note: Class practice on making emergency calls should take no more than 15 minutes.

Explain: Some of you were calling the fire department to report a fire in your own home. What could happen if you use the telephone before you escape?

Conclusion Note: A review before closing is recommended if there is sufficient time.

Questions to be answered may include:

1. What is the first rule in B.A.T. class?
2. What can you do for someone else to prevent shock?
3. If there are three people and one is hurt, what do the other two people do?
4. If there are only two people and one is hurt, what does the other person do before he goes for emergency help?
5. Where can you go for emergency help?
6. What do you dial on the telephone to get any type of emergency help?
7. Why should you not hang up the receiver until told to by the operator?

COMPETENCY: Students will be able to demonstrate what to do if they are in a burning house.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
LESSON II Note: Introduce unit and ask, "How many have ever seen a big fire?" Choose one or more children to to respond. Their discussions can usually lead into the lesson content. Show chart #6 Get Out, Get Help.	Review Note: To review, ask questions found at conclusion note of lesson number one.	
	Explain: When a building is on fire the most important thing to do is to get out safely and fast. There is not one thing in a house worth your life. Therefore, do not stop to take anything with you. If there are other persons nearby that you can reach safely and fast, take them out with you. Once you are outside a burning building, do not return.	Appendix "A" p. 86
	Story: Imagine that a home has caught on fire and the fire department has been called. There are three children and two parents in the family and they all get out safely. One child comes out the front door and goes over to a friend's house to get warm. Another child comes out the front door a few minutes later and goes to a neighbor's house to watch the fire from a window. The third child gets out the back door, a few moments before his parents, and he stands by the fire truck to watch the firemen. When the parents come out, who are they going to look for? What might they do if they cannot find their children? What should the children have done when they got out of the house? (Answer: They should have met with their parents at a pre-arranged place.)	
	What could you do today to avoid this problem? (Answer: with your parents, arrange a meeting place in case of fire.)	
	Show Chart #7 Plan Your Escape Now.	
	Explain: Pointing to each window of the house on the chart, ask if it would be possible to make a safe escape. (All are safe.) Then imagine that the garage is missing, and ask again if a safe escape is available. (The windows above the missing garage are now unsafe.)	Appendix "A" p. 87

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS

SAMPLE LEARNING EXPERIENCES

REFERENCES

Note: Using the blackboard, explain and draw a sample floor plan of a two story house. Have the students put an "X" on all of the windows that would be unsafe, and an arrow to all the windows that provide a safe escape. The students may want to draw their plans independently or as a part of their school work. All plans will be turned in to the B.A.T. instructor at the following lesson.

Explain activity: Since each person's house is different, you each have different ways to safely escape in case of fire. For next week, draw a floor plan of your house, showing all of the doors and windows. This is called your PREPLANNED escape.

Demonstration: The B.A.T. instructor lights a candle and places it in an empty jar. Ask: "How long will this candle burn?" the lid is then securely screwed on the jar and the children slowly count until the flame goes out. Ask: "Why did the candle go out?" Someone will know the correct answer. Ask students to remember this demonstration as lesson progresses.

Ask: How many of you sleep upstairs?
(Many hands will be raised.)

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Explain: Imagine that you are sleeping some night and you wake up knowing that your house is on fire. If you can safely escape out a window, do so immediately. If you cannot safely escape, go to your bedroom door. (The instructor may use a classroom door to demonstrate if one is visible to the students.) If the door is closed, feel the doorknob and door on the thinnest panel. If they are cool, the door can be carefully opened. When opening the door, crouch low and put your toe against the door with your heel on the floor, to defend against air pressure forcing the door open and allowing super-heated air into the room. If no smoke or fire is visible, a safe escape is usually possible. If smoke or fire is visible, close the door and go to the window furthest away from the door. Why should you close the door? It will take the fire at least twenty minutes to get through the door. Is that enough time for the fire department to reach your house? If the door and doorknob are warm or hot when touched, what does it mean? What might happen if you open the door? Remembering the demonstration, why would the fire rush into your room? If the bedroom door is already open when you wake up, check for smoke and fire. If either are visible, close the door and go to the furthest window. Open the window just two inches. Why? (Answer: Two inches allows enough air to breathe without fanning the fire. Have the students show with their fingers, the two inch measurement.)	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Hang blanket, rug, sheet, shirt, or coat out of the window as a signal to the fire department. Stay low. Give three reasons you should stay by the open window. (Possible answers should include: 1. Fresh air. 2. Possible escape if forced by flames. 3. Greater visibility for fire department rescue.)	

COMPETENCY: Student will be able to demonstrate proper procedures for dealing with common household fires.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Show Chart #8 *Fire Can't Burn without Air*.	Ask: If fire can't burn without air, how can you put out a fire in a popcorn pan? (Answer: Put lid on pan.) What can you do if the oven catches on fire? (Answer: Close the oven door and turn the oven off.) What can you do if the contents of a waste basket catch on fire? Answers: 1. Pour water on it. 2. Put cookie sheet or similar material over top. 3. If the waste basket is metal, let it burn, removing nearby flammables. Explain: Touching the waste basket or trying to remove the contents could result in a severe burn and a spread of the fire. Ask: How would you put out a fire in a toaster? Clothes iron? (Answer: Unplug appliance and smother any material burning from the iron.) Explain: If a fire has reached the point where curtains begin to burn, or smoke makes you cough, leave the house taking persons you can safely reach with you, and get help. Trying to pull down a burning curtain is too great a risk for you to take.	Appendix p. 88

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Explain: When someone's clothing catches on fire they are terrified and their first reaction is to run. Ask: Remembering the demonstration, what happens when they run? What should you do to help someone whose clothing has caught on fire?	
Note: Students will often say to use a rug or coat to wrap around a victim, smothering the flames. These materials are often unavailable and time will be lost trying to locate such items. Therefore, it is recommended that they be told to throw the victim on the floor or ground and roll them around, if possible, smothering the fire.	If your clothes are on fire, you will want to run. DON'T. Throw yourself on the floor or ground and roll back and forth, smothering the flame.	

COMPETENCY: Students will be able to demonstrate proper first aid for burns.

MAJOR UNDERSTANDINGS AND CONCEPTS

Note: Red Cross First Aid does not include the use of cream or antiseptics.

Safety Rules

Note: Children hear many fire safety rules and an instructor may want to choose one row of children, asking each child to give a rule to the class. If a child has no rule the turn may pass on to the next person or perhaps some children who have raised their hands.

When a rule is given, an instructor may want to elaborate or ask "Why?"

SAMPLE LEARNING EXPERIENCES

Ask: How many of you have ever been burned?

What did you do for your burn? Remembering the demonstration, how could you keep air away from a burn?

Answers: 1. Put burned area under cold water.

2. Cover burn with a clean cloth, such as a pillow case, smooth towel or shirt.

Explain: If someone must go to a doctor to get aid for a burn, and that person has put cream or lotion on the burn, the doctor will have to scrape it off before giving aid. Therefore, give second thoughts before applying lotions, creams, or grease. (If a student memtions using butter, explain that the salt in butter causes further burning of the tissue.)

Ask: Should you break a blister formed after a burn?

(Answer: The blister is a covering over the burn and serves as a protection for the new skin forming beneath. To break it might result in an infection of the burned area.)

Victims of burns often suffer from shock. What can you do to help?

Any questions?

REFERENCES

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Conclusion Note: A review before closing is recommended if there is sufficient time.	Questions to be answered may include:	

1. What two rules should you remember in case of fire? Chart #6.
2. If help has been called, what should you do when you get out of a burning house? Why?
3. If you should wake up at night and you know your house is on fire, what should you do?
4. Why do you open the window just two inches?
5. Give three reasons to stay by the open window.
6. How can you put out a fire in a pan? In an oven?
7. When has a fire in a home reached the point at which you must leave the house? Why?
8. What should you do to help someone whose clothing has caught on fire?
9. How can you give first aid for a burn?
10. How can you prevent shock?

COMPETENCY: Students will be able to identify household items which are poisonous and demonstrate first aid for poisoning.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Lesson III	Explain: (Show chart #9 Poisoning) The instructor has a bag of household items, some are poisonous and some are not. (Even non-poisonous items are related to the unit.) Each item will be held up and those students who think the item is poisonous will raise their hands. Each person will keep track of how many correct choices he has made.	
Point out first aid rules on Chart #9, asking students to read them out loud.	Explain each rule and explanation carefully. 1. Get Help Time should not be lost getting help, as every second counts. Do NOT wait until the victim feels sick. Some communities have poison centers which can be reached by dialing "O." 2. Give Milk or Water A student will not know whether the victim should vomit or not. This depends on the type of poison. Therefore, at least a cup of milk or water is recommended to dilute the poison. Explain dilute if needed.	Appendix "A" p. 89
People often put things in unlabeled bottles. Contents may not be what label states.	3. Save Bottle or Container (a) Labels describe ingredients within the containers. (b) If ingredients are poisonous this usually will be indicated on the label. (c) Antidotes are sometimes given on a label. Ask students how poisoning can be prevented.	

COMPETENCY: Students will be able to demonstrate first aid for choking.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
First Aid Note: To demonstrate first aid in choking, an instructor may want to choose a student to portray the victim. An aggressive student is recommended. Ask his/her permission to pound him/her on the back before beginning.	Show Chart #10 Choking Ask: How many of you have ever choked on something? Several children can be asked to relate experiences, which may lead to a discussion of how to prevent choking. Safety rules can be used at this time. Emphasize: When someone begins to choke, leave the victim alone, allowing the victim to expel the foreign matter. Interfering may cause further difficulty for the victim. Explain: If, however, breathing stops, first aid must begin immediately. (Demonstrate with student.) Place victim over your arm so that his/her head is lower than his/her hips. Find the spot between his/her shoulder blades; being careful not to get too low on the back, and pound sharply. Repeat if necessary. Ask: Would you pound as hard on a baby as on a fourth grader? (No) How could you help an adult? Explain: You would be unable to place the victim over your arm, so lay the victim on the floor, turn him/her on the side and proceed to pound sharply between the shoulder blades.	Appendix "A" pp. 90-91

COMPETENCY: Students will be able to determine proper first aid procedures for eye injuries.

MAJOR UNDERSTANDINGS AND CONCEPTS

SAMPLE LEARNING EXPERIENCES

REFERENCES

Ask: How many of you have ever had anything in your eye? What did you or someone else do to help?

Explain: In giving first aid for an eye injury, care should be taken not to rub or scratch the eye. This could result in further injury. The victim should sit down so as not to fall. Place a cupped hand over each eye. This reduces movement of the eyes since (s)he is not looking around. This will ease the pain and the natural tears may wash the particle out of the eye in a few moments. (An instructor may want to have the students place their hands over their eyes during the explanation, or use one student to demonstrate.)

If the victim needs further help, take him/her home, so (s)he can receive medical attention if needed.

COMPETENCY: Students will be able to determine safety rules concerning aerosol cans.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Show Chart #11 Aerosol Cans	Appendix p. 92
	Ask: How many of you have aerosol cans in your house? What comes in aerosol cans?	
What are the safety rules concerning aerosol cans? (Chart #11)	Answers: Don't puncture, don't burn.	
	Story: A man was burning trash last summer and he was standing about five feet from the trash barrel when he heard an explosion from inside the barrel. At that moment an exploded aerosol can flew out of the barrel, missing the man's face by twelve inches. It went up over the roof of a nearby garage, landed on the other side and rolled down to the ground. (Show the exploded aerosol can to each student or pass it around, allowing them to touch the jagged, sharp edges.) This is an exploded aerosol can.	
	Ask: What might have happened if the man had moved over just twelve inches and been hit by the exploded can?	
What can be done to prevent injuries caused by exploding aerosol cans?	Answers: 1. Cut on the face. 2. Sprayed with the ingredients of the can. 3. Burned severely by the hot metal.	
	Explain: Jars and bottles which are put into burning barrels can explode if the lids are tightly sealed. As a jar or bottle explodes, a shower of splintered glass occurs.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
It may be appropriate at this time to discuss the use and misuse of firecrackers.	Ask: Have any of you, or do you know of anyone who has been injured by a firecracker? Usually several stories are available which illustrate the fact that people do get hurt using firecrackers. This unit can be extended into a discussion about the use of other explosive materials, such as gasoline and gunpowder.	

COMPETENCY: Students will be able to determine proper safety precautions against falls and will identify first aid procedures.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Show Chart #12 Falls. Have students recite rules. Ask why a victim should not be moved. Review procedure if three or more persons are at accident scene. (Answer: One person goes for help and one person stays to help victim and keep him calm.)	Ask: How can you prevent falls? An instructor may want to choose a row of students asking each one to give a rule to the class and then calling on others with their hands raised. Bicycle safety may be included at this time. Children know bicycle safety rules and laws and these may be reviewed. Also some children have had bicycle accidents which can be related to the other children and followed by the question, "How could your accident have been prevented?"	Appendix "A" p. 93
Conclusion: A review before closing is recommended if there is sufficient time.	Questions to be answered may include: 1. What are the three rules to follow in case of poisoning? 2. Why give milk or water? How much? 3. Why save container? 4. How can poisoning be prevented? 5. How can you help someone who is choking? 6. How would you help a baby? An adult? 7. How can you prevent choking? 8. How can you help yourself or someone else who has something in an eye? 9. What can be done to prevent injuries from exploding aerosol cans or jars? 10. What are the two rules to follow in helping a victim of a fall? 11. How can you prevent falls?	

COMPETENCY: Students will be able to demonstrate proper first aid procedures for wounds.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
LESSON IV		
Show Chart #13 *Wounds*.	Ask: How many of you have ever been cut?	Appendix "A" p. 94
	What did you do if it was only a small cut or wound? How often should you change a band-aid? (Answer: Every day. The teacher or school nurse has band-aids if they are not available at home.)	
	Remembering back to Lesson I, what should you do for a severe wound? If three people are at an accident scene and one person is hurt, what do the other two persons do?	
	Activity note: Asking a student to assist, the instructor demonstrates the current technique in passing a scissors or knife from one person to another.	
	The instructor passes a knife to the first person in each row, asking them to pass it correctly to the person behind them and further down the row. The receiver should not accept the knife if it is not passed correctly and when the last person in each row gets the knife they should return it toward the front, with the person in the front giving the knife correctly to the instructor.	
	Ask: How can cuts and wounds be prevented?	
	How can you help to prevent shock when someone has been hurt?	
	Any questions?	

COMPETENCY: Students will be able to demonstrate proper first aid procedure for nosebleeds.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Show Chart #14 Nosebleeds	Explain: There are many ways to stop nosebleeds. What are some of the ways you or your mothers stop nosebleeds? Several children can be called upon to give remedies. If an answer is obviously incorrect, give an alternate technique. If cold water, ice, or a cloth is unavailable, the victim can sit down with head tipped back and pinch the lower part of the nose for three to five minutes. (Demonstrate.)	Appendix "A" p. 95

COMPETENCY: Students will be able to identify proper safety precautions around electricity and the proper first aid procedures for electrocution.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Note: Using a blackboard, draw a fallen wire showing that an electrical charge coming from the wire could be in the ground for up to fifteen feet from the tip of the wire. (Demonstrate the distance of fifteen feet.) In assuming the responsibility the B.A.T. student should stand outside that fifteen foot area and keep all other children away. It may be explained that young children are very curious and often unaware of any possible danger. While the B.A.T. student is assuming the responsibility of keeping others away, another person can get help by dialing "O", and informing the electrical company or the Police Department of the emergency.	A discussion about good and bad electrical conductors may be beneficial, depending upon the group. Newspaper articles may be used to accent discussion.	
	Ask: What do you know about electricity? (Show chart #15 Assume The Responsibility.) How many of you have seen an electrical wire that has fallen down? Do all broken wires that are dangerous have sparks coming from them? (No, all broken wires whould be assumed dangerous.)	Appendix "A" p. 96
	Ask: Any questions?	
	Then: How many of you fly kites? How much does kite string cost?	
	Explain: Many types of string have a thin wire thread running through it to give it strength. Often this string looks like kite string, but it can be extremely dangerous. Real kite string is inexpensive and easy to recognize by the picture or words on the label.	
	Ask: What could happen if you climb a tree to retrieve a kite?	
	Answers: 1. You may fall. 2. You may touch a power line and be electrocuted.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS | SAMPLE LEARNING EXPERIENCES | REFERENCES

Ask: What are some other kite flying safety rules?

Ask: Should wire cords be put under rugs?

Answer: The constant friction can wear off insulation causing fire or shock.

How can you keep small children away from wall plug outlets? Answer:

1. Cover outlets with tape or cardboard.
2. Put heavy furniture in front of outlets.
3. Buy inexpensive safety plugs.

What should you do if you break a light bulb? (Answer: Ask an adult to unscrew the bulb because the filament could be charged and could cause excessive injury if touched. Care should be taken to avoid broken glass.)

Should you have a plug-in radio, T.V. or fan near a bath-tub? (Answer: No, if a radio fell into the bath water and someone was taking a bath, they could be killed instantly. A battery powered radio would not be dangerous.)

What should you do if toast gets stuck in a toaster? (Answer: Unplug the toaster before trying to get the toast.)

What other safety rules do you know?

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Show Chart #16, Electrocution	Have students recite rules on chart, and ask why a victim should not be touched.	Appendix "A" p. 97
	Explain: A B.A.T. student can help in an electrical emergency by knowing where the power box is located in his/her house and by asking his/her parents to explain how the power can be turned off. When a victim is out of danger or a power can be turned off, artificial respiration will be needed if breathing has ceased. Be certain to have victim whose breathing has stopped checked by a doctor.	
	Explain activity: A complete explanation should be given before the activity begins. Only those students who wish should take part.	
	Show the electromagnetic generator, explaining what it is and how the students will be involved. The instructor will have four students come up at a time. They will hold hands, with the students at each end holding a wire attached to the generator. It is recommended that only the instructor control the generator.	
	The handle is slowly turned until each child feels a tingling in the fingers. Only if all four students ask is the handle turned faster.	
	The experience is pleasurable and shows that a person need not touch a wire to get a shock, merely touching a person who is getting a shock is enough. Each child who wishes should get a chance to participate.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Conclusion: It should be explained by the instructor that although electricity is useful and was fun in the preceding activity, the shock from a household plug or a lamp socket could be enough to kill.	A review before closing is recommended if there is sufficient time. Questions to be answered may include: 1. What can you do for a small cut? 2. What can you do for heavy bleeding? 3. How can cuts and wounds be prevented? 4. How do you stop a nosebleed? 5. What should you do if you see a fallen wire on your way home from school? 6. What should you do if you see someone being electrocuted? 7. How can you help when the victim is out of danger? 8. How can everyone prevent electrocution?	

COMPETENCY: Students will be able to identify proper safety precautions and first aid procedures for animal bites.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
LESSON V.		
Show Chart #17 Animal Bites	Ask: How many of you have ever been bitten by an animal? (Choose one or more students to tell experiences.)	Appendix p. 93
	Should you try to pet a wild animal? Why?	
	Would you go into a strange yard if you saw a dog there? Why?	
	Should you pick up a dog's bone? Why?	
	Should you try to break up a dog fight yourself? Why?	
Explain rules on Chart #17	Explain: Not all animal bites are the result of angry or diseased animals. Puppies, kittens, hamsters and other household pets will sometimes bite while they are playing. Although some bites are not serious, a child who is bitten by an animal should always tell his/her parents of the accident.	
	The wound should be washed thoroughly with soap and water to remove saliva. (Define saliva if needed.) The animal will have to be identified and watched for possible rabies. (Further explanation of rabies can be found in the Red Cross First Aid Textbook. Avoid extensive, complicated explanations.)	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS

SAMPLE LEARNING EXPERIENCES

REFERENCES

If a child is bitten by an animal three telephone calls may be needed.

1. Doctor - Medical aid may be needed if wounds are extensive.
2. Veterinarian - Further information about animal diseases. Verification of animal immunizations.
3. Police - Check community laws regarding animal bites.

COMPETENCY: Students will be able to identify proper safety precautions regarding molesters and exhibitionists.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Explain: We have talked about times when a person should go to the nearest home for help. One of these times might be when you are approached by an exhibitionist or a molester. An exhibitionist is a person; man or woman, teenager or adult, who takes off his/her clothes in public to show the sexual parts of the body. A molester is a person who intends to sexually hurt someone else. These people are sick in their minds and should never be laughed at or teased. But they must be identified. How can you identify a person?	
	(Answers: Hair, skin, sex, height, weight, clothes, identifying marks.)	
Show Chart #18 Is a Stranger a Danger?	How would you identify someone who drove up in a car? Answers: Make, year, color of car, license number.)	
	Explain: People often get lost and sometimes they ask directions of someone walking along the street or on the sidewalk. They do not want to hurt anyone, they only want information.	Appendix "A" p. 99
	Ask: Should you get into a car with a stranger?	
	Should you get into a car with a strange person if they say that your mother asked them to pick you up?	
	Should you accept gifts or candy from a stranger?	
	Do you have to go near the car when someone stops to ask directions?	
	What should you do?	

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COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

If someone forces you to talk or walk with them, what can you do?

Answer:
1. Try to get away as soon as possible.
2. Scream loudly.

How many of you have ever received an obscene or threatening phone call?

What should you do?

If you receive an obscene or threatening phone call, do not talk with the caller. Hang up immediately. If the calls continue, take the phone off the hook for a half hour or more. Notify the phone company or police if the calls continue.

COMPETENCY: Students will be able to identify water safety procedures.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
Water Safety - Show chart #19 *Think Safety*.		Appendix p. 100
Water safety and rescue will be divided into four units. Ice Skating Sliding Boating Swimming	*Ice Skating*: In addition to the safety rules, an instructor may demonstrate the following: (show with fingers) Ice: 1 inch thick - keep away 2 inches thick - one may 3 inches thick - small groups 4 inches thick - OK	
During each unit, choose one row of students, asking each child to tell a safety rule related to that unit to the rest of the class. For additional rules call on students whose hands are raised.	Because of the currents, rivers and streams fluctuate in ice thickness and a parent or other adult should always determine the safety of the ice *that day* before anyone goes on it. Rescue Rules: If you should fall or break through the ice *don't panic*. *Keep calm*. Don't try to climb out. Extend both arms along the ice surface and then kick vigorously. This will help lift your body forward onto solid ice. Then *roll to safety*. When helping someone who has fallen through the ice, lie flat and push out or extend a plank, ladder, or throw a rope to the victim. *Don't* stand up near the ice break. *Never* attempt a swimming rescue.	

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	Ask: What can you do to make sliding safer?	Appendix "A" pp. 93-94
First Aid: Review chart #13, Wounds, and chart #12, Falls for first aid techniques.	Boating: An instructor may want to give a demonstration about how to wear a life jacket and why.	
	Ask: Has your life jacket helped you if it is laying on the boat seat and you fall out of the boat?	
	Has your life jacket helped you if your boat overturns and the life jacket floats away?	
	When is that life jacket going to help you?	
	Answer: When you wear it correctly.	
	Put a life jacket on a student explaining its function and structure. Is the life jacket on the student suitable for his weight?	
	When a rule is mentioned concerning the overturning of a boat, the following information may be given.	
	Explain: When a person looks across a lake the distance is misleading. It is actually farther than it looks. Each year many people drown trying to swim to shore after their boat has overturned. Perhaps they would not have drowned if they had stayed with their overturned boats and waited to be rescued. If you should ever overturn a boat, stay with it until help comes. If two or more persons are involved, lock hands over the bottom of the overturned boat.	

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

Demonstrate: Using a desk or table as an overturned boat, ask two students to demonstrate how they would safely stay with the craft. Place one child on each side of the table and ask them to lock hands, or grab each other's wrists, over the table top. Another child can be added by having him take one hand of the person on his side of the table and reaching over the table to take the other child's hand.

Explain: A boat can usually be rolled right side up. Have someone get on one side of the boat and grab the keel. Pull it towards you as though you were going to climb up on the bottom of the boat, until it rolls over. When the boat is right side up, it is best to "swim" into it, keeping your weight low, then roll over and lie down in the bottom of the boat.

Explain: The safest and easiest way to get into a boat from the water is to climb over the rear transom.

If there is a motor on the boat, what should you do before you bring someone in? (Turn off the motor.)
Ask: Any questions?

Swimming and Diving: Have children relate swimming and diving safety rules.

Rescue, explain: There is not one person in the classroom who has the skill or training to make a swimming rescue. That training will be available to you when you are older. Until then, you should only try a non-swimming rescue. This means a no-swimming rescue.

Ask: Using a non-swimming rescue, how could you save a small child who has fallen off the dock? Answer:
1. Lie down on the dock and reach out with your hand or leg.
2. Reach out with available equipment, such as a towel, an oar, a stick or rope.

COMPETENCY: continued

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
	What can you safely do to help someone who is unable to swim and has stepped over a drop-off?	
	Answer: Walk out into the lake until the water is chest high. Planting your feet firmly on the bottom, reach out with your hand, a towel, oar, stick, rope or other equipment and pull them toward you.	
	Explain: If a person needs help out in a lake where you cannot make the usual non-swimming rescue, use a row boat if one is available, bringing the victim into the boat over the rear transom. Strong wind or river currents can be very dangerous. Get an adult to help if at all possible under these conditions. If no boat is available, run for help to the nearest lifeguard or adult.	
	Poolside equipment can reach anyone in any part of the pool and only lifeguards or other qualified persons should attempt a swimming rescue.	
NOTE: A copy of the B.A.T. quiz can be given to each student. The instructor reads each question and each possible answer. The students choose the correct answer and put the letter A, B or C next to the number of the question. The students should raise their hands if the instructor is reading too fast. To correct the papers, students can be chosen to read the questions and the correct answers.	If a victim has ceased breathing, mouth-to-mouth resuscitation must begin immediately. This will be discussed in the following lesson. B.A.T. Quiz: Each student will need a pencil before taking the quiz.	Appendix p. 101

COMPETENCY: Mouth-to-Mouth Resuscitation

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES
NOTE: An instructor should familiarize him/herself with the "Resusci Anne" equipment before presenting it to the students.	Note: Preparations for the movie, *Breath of Life* should be made following the previous lesson to allow enough time to arrange for a special room, if needed and a movie projector and screen. If the instructor is unable to run the projector, a projectionist should be found. If more than one class is being taught, all of the students can be brought together for the movie before returning to their own classrooms for the demonstration. This will allow the instructor to complete the day's lesson in the allotted time. It is recommended that the instructor either set up the demonstration before the movie to familiarize the students with "Anne" and its use, or set up the demonstration during the movie, but outside the projection room to minimize distractions. An instructor may want to give a short introduction to the movie, explaining that the techniques shown in the movie are those that the students will use in the following activity. Because the emergency scenes in the movie are so life-like it is recommended that the students be told that the persons involved are actors. The movie runs 15 minutes. Health and Welfare Film Library (This information is taken from the movie.)	Appendix p. 105

COMPETENCY: Children will be able to demonstrate proper procedures for mouth-to-mouth resuscitation.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

What is the breathing rate of an adult? Answer: 12 times a minute.

What is the breathing rate for a child? Answer: 20 times a minute.

How does the technique for a child differ from that of an adult?

Answer:
1. Your mouth covers the child's mouth and nose.
2. Use shallow puffs of air.

What are the four procedures to use in giving mouth-to-mouth resuscition?

Answer:
1. Lift neck and tilt head back to open air passage.
2. Pinch victims nose to prevent air leakage.
3. Make a tight seal with your mouth over the victim's mouth.
4. Blow until victim's chest rises.

If the victim's chest does not rise, what could be the possible causes and remedies?

Answer:
1. The head and jaw positions could be incorrect and should be adjusted
2. Air could be escaping from the victim's nose or mouth and a tighter seal is needed.
3. There may be foreigh matter in the victim's throat. Place victim on the side and slap sharply between the shoulder blades. Remove foreign matter from the victim's mouth.

MAJOR UNDERSTANDINGS AND CONCEPTS	SAMPLE LEARNING EXPERIENCES	REFERENCES

How long should mouth-to-mouth breathing be continued?
Answer:
1. Until victim can breath for her/himself.
2. Until a doctor pronounces the victim dead.
3. Until someone relieves you.

It is recommended that the instructor give a demonstration on the mannikin before involving the students. Show incorrect as well as correct procedures and ask why certain techniques are incorrect.

Only those students who want to participate should do so, but most children do participate if presented with a good introduction. Several children may come up to the demonstration table at one time and students having difficulty with the techniques should be helped by the instructor until the technique is perfected. A disinfectant, such as Zepherin Chloride, should be used to clean the mannikin's face before each child begins, to eliminate the spreading of germs.

Safety pamphlets or brochures can be given to each student while waiting for his or her turn to practice mouth-to-mouth resuscitation.

FIRST AID

GRADES 5-6

INTRODUCTION

The American Red Cross Basic First Aid Course is recommended for the teaching of first aid in Grades 5-6. It contains all necessary learning activities, supplementary information, and resources. The course is very complete in itself. Teachers must have a three hour Instructor's Course in order to teach the American Red Cross Basic First Aid Course. Arrangements for instructor's certification can be made through the American Red Cross or the State Department of Education.

The next page contains the areas that are covered in the four books in the series.

The following are the four books in the American Red Cross Basic First Aid Course, listing the major areas that are covered in each.

A. Book 1

1. Shock
2. Bleeding
3. Breathing
4. Poisoning

B. Book 2

1. Broken Bones
2. Burns
3. Rescue

C. Book 3

1. Head injuries
2. Bleeding you cannot see
3. Heart attack, etc.
4. Infection and illness
5. Snake bite
6. Animal bites
7. Insect bites

D. Book 4

1. Too much heat or sun
2. Exposure to cold, etc.
3. Fire
4. Electric shock
5. Water safety
6. Special Safety problems

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APPENDIX 'A'

FUZZY·GRAM

To...

____

____

____

....Send a Warm Fuzzy
Every chance you get...

Signed

TO THE TEACHER

Each of us has the challenge of finding work to do which he can do well, but it sometimes happens that a person needs help in finding out what he can do well. He may need to talk things over with friends, parents, or teachers.

SUGGESTIONS FOR USING THE STORY

After the story has been read and discussed, the children might like to draw a picture showing the part of the story they liked best. Each child could then show his picture to the rest of the class and tell why he liked that part best.

INTRODUCTION

Today, we have a story about a little black pony named Midnight. He was lonesome because he thought he was too small to play with the other ponies. Let's find out what happened to Midnight.

MIDNIGHT, A LITTLE BLACK PONY

All of the ponies at the pony farm were big and fat and round--all except one. This pony was very small. He was handsome, though, with thick, shiny black hair. That is why his owner named him Midnight.

Now Midnight was a very fine pony indeed, but he wasn't happy. The other ponies were all so much larger than he that he was often left out of their games. He wanted so much to race and jump and be frisky with them.

"You're too little to play," they would tell him. "You might get hurt and, besides, you cannot gallop as fast as we." Then away they would go, galloping around the green pasture.

One day Midnight tried to follow the other ponies. He galloped as hard as he could and was doing pretty well until they came to a brook that ran through the pasture.

"Everyone jump!" the leader called.

All the ponies lifted their little hoofs and went flying through the air across the brook--all of the ponies, that is, but Midnight. He didn't quite make it, landing half on the far bank and half in the water and making a big splash. By the time he had scrambled out onto the bank, the other ponies were far away, galloping into the wind and laughing at him.

Midnight hung his head. Just then a little bumpy toad close by jumped into the water.

"Nobody likes me, not even the toad," thought Midnight and he cried pony tears down his long nose. "But I must not let them see me crying," he decided. "I will pretend that I don't care, that I don't want to play anyway."

That is how it happened that Midnight began trying to have fun all by himself. He walked around in the soft green grass looking for patches of sweet clover to eat, for ponies like sweet clover. Somehow it didn't taste so good when he ate it all alone with no friends to share it.

Then he went to stand in the brook and feel the water, cool and wet, moving over his hoofs. He watched some spotted frogs playing leapfrog with the shallows and overhead he could hear some bushy-tailed squirrels chattering as they played follow-the-leader.

"Everybody has someone to play with but me," he thought. "And I have no one because I am too little to do anything well."

He climbed slowly out of the water and pawed at the ground with his right front foot. He looked as cross and unhappy as he felt.

After a bit a little white pony trotted over. "I'll race you to the barn," he called brightly.

But Midnight was so afraid he would stumble or do something dreadfully silly, that he just said "NO", in an unfriendly way. The white pony kicked up his heels and ran away and Midnight felt even worse than before.

And so it went on for days like that--with Midnight moping around and refusing to play with anyone. And the other ponies didn't understand why Midnight behaved as he did, and Midnight didn't understand them. There they all were in the same pasture and all of them feeling funny and unpleasant inside.

There's just no telling what might have happened if Midnight hadn't finally decided he needed someone to talk to who might help him. He made up his mind to go and have a visit with his friend Gray Mare, who was a very old and wise horse. She had lived at the farm longer than any of the other horses could remember.

Midnight found Gray Mare lying under a tree on a little hill in the corner of the pasture. When she saw him, she gave a friendly snort through her nose, which was her way of saying hello. He just started in then and told her the whole story--how he thought he was too small to play with the other ponies, how they had laughed at him, and all the sad tale.

Gray Mare listened carefully to Midnight and then she closed her eyes for so long that Midnight feared she had fallen asleep. But then, opening her eyes, she looked at him for a long minute.

"Midnight," she said at last, "I can see much from the top of this hill and I have listened and watched for some time now. I have talked with many of the ponies too. Have you ever considered that maybe the ponies think you are unfriendly and do not care to play with them? Maybe you are afraid you cannot do well the things they do so you are afraid to be with them. In this big, wide world there are things that some can do better than others. But each of us can do something so well that all of us, living together, can be happier.

Midnight was thinking very hard about what Gray Mare had said. "You know," he mused, "maybe I wasn't very friendly when the white pony asked me to race. And, now that I think of it, I never really tried to do anything but gallop and jump."

Gray Mare looked kindly at Midnight. "Really, your size makes no difference because there are ever so many things that ponies can learn to do well."

Midnight and Gray Mare talked together for a long time about things that ponies could do. At last he thanked Gray Mare and walked away slowly, still thinking and wondering.

A few days later a most exciting thing happened. After breakfast in the barn, all of the ponies were turned out into the corral, but the big gate to the pasture was not opened. The sturdy little ponies trotted around, arching their necks and talking excitedly together.

"Why can't we go out in the pasture?"

"I feel like galloping this morning."

"Now we can't have our race."

"I want a cool drink from the brook."

Midnight stood quietly to one side not joining in the talk. He was afraid he might say something foolish and then all the ponies would laugh at him. But his round eyes were bright and clear and he was wondering and wondering.

After a while Mr. Hughes came out with something made of leather that had many straps and a peculiar shape. If you had been there, you would have known right away that it was a pony saddle, but the ponies had no way of knowing this. Mr Hughes led the first pony out of the corral and gently but firmly strapped the saddle on his back. Immediately, the pony began to kick and buck and race round and round in a manner that displeased Mr. Hughes very much.

At once the ponies began chattering again.

"He can't do that to me!"

"I'll lie down and roll over and break the thing!"

"I'll kick like anything!"

And one by one, as their turns came, the ponies did just that.

Midnight was thinking hard. Gray Mare had said there was something for everyone to do, something he could do well.

"Maybe this is it," he mused. "Mr. Hughes must have a good reason for strapping that little seat on our backs. I will try my best to please him."

So when his turn came, he stood very quietly for the saddle to be put on, although he was shaking with fright. And when Mr. Hughes gently tugged on the strap of his halter, he walked along slowly on his four stiff legs.

It must have pleased Mr. Hughes very much for he patted Midnight's soft, black nose and gave him an apple.

"If you work very hard, you'll make a find saddle pony," he said.

Later, out in the pasture, the ponies gathered around Midnight.

"How did you do it?"

"You walked around so well."

"Maybe we could help each other. I will show you how to jump the brook and you can tell me how it was that you didn't seem to mind wearing that funny thing."

Midnight could scarcely believe his ears. The ponies were asking help of him, the smallest one of all! They wanted to work together and later, perhaps, they would play together.

It took many, many days of hard work before all the ponies became used to their saddles. And some of them never did learn to carry their saddles properly. They would lay their ears flat against their heads and paw at the ground whenever the cinch was strapped around them.

But Midnight carried his saddle just right, as anyone could plainly see.

And the wonderful part of all this was that Midnight felt so good about doing one thing well, that he began trying to do all kinds of things. He galloped and jumped with the others and although he did not do as well as some, he didn't mind, for he was having so much fun.

And the ponies didn't laugh at him any more, for why would anyone laugh at a little black pony who had learned that you don't have to be the best in everything, and you don't have to have a certain kind of looks to be friendly and happy?

SUGGESTED DISCUSSION QUESTIONS:

1. What was it that Midnight wanted so very much?
2. How did it happen that Midnight began to feel that he couldn't do things as well as the other ponies?
3. Midnight was unhappy. What did he do when he was feeling this way?
4. How did it help to talk things over with Gray Mare?
5. How did Midnight feel after he worked very hard and learned to carry his saddle so well? How did the other ponies feel?

(The teacher may also want to discuss with the children what might have happened to Midnight if he hadn't decided to talk things over with Gray Mare.)

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INTRODUCTION

Ronald seemed to be afraid to read aloud in school. He did not feel very good about his reading when he remembered how well his older brother Gary had done in school. Then one day something very special happened. Let's find out what it was and how it made a difference to Ronald.

BASHFUL RONALD

Ronald was always so quiet in school that his classmates made fun of him. When he was just a little kid and not in school yet, he used to think that school would be fun. He wanted to be like his older brother Gary, who brought home report cards that pleased his parents. The way Gary described it, school was fun. But it was not fun at all, Ronald discovered, when you could not read very well.

One morning, Mrs. Jones helped him with some of the words. "Please read a little louder," she urged. "I don't think some of the children can hear you."

But even though he tried, Ronnie could tell that his voice was getting softer and softer. When the bell rang for recess, Mrs. Jones asked him to come to her desk.

"You have a nice voice," she told Ronnie. "It's a shame you won't let us hear it."

"I just can't read out loud," he told her. "When I'm reading to myself it's fine. I can read fast in my head, but the words go away when I read out loud."

She nodded. "I can tell that you enjoy the stories, and the most important thing is for you to be able to read to yourself. As you get older, most of your reading will be the silent kind. But reading aloud is important now because it's one way for me to help you, and I'm sure the other children would like to hear you read to them. Perhaps we'll think of something. In fact, I have an idea, and I'll tell you about it after recess."

When the children came indoors, there was an air of excitement in the classroom. The principal came in with a strange lady. They talked and talked with Mrs. Jones. Then the principal stayed with the children while Mrs. Jones went to the telephone. She had asked Ronald what his telephone number was. What could be going on? He did hope it was nothing bad.

When Mrs. Jones returned to the room, she told them that six children were to go to the radio station to make a recording. It would be used the next day at Story Hour time. They could be at home then and listen to themselves on the radio. Mrs. Jones had called the mothers. Ronald was to be one of the group. Think of that!

His friends all smiled at him, and Ronald felt himself wearing a smile that got wider until it almost seemed to crack his face.

The walk to the radio station was fun. And when they got there, they went into lovely colored rooms--green and rose and yellow--with deep carpets to match. Some of the walls had rows of holes in them. There were big desks, queer machines, and many things Ronald and his friends never had seen before.

"What's that?" he whispered to Bob, looking at the big thing that seemed almost ready to hit them on the head.

Bob did not know, but the radio director soon told them that it was a boom mike.

"Boom mike, boom mike!" the children repeated, rolling the words over on their lips and laughing.

Ronald said, "How do you do?" to everyone he was introduced to.

He had an excited feeling. "Maybe this is it," he thought. "This might be my chance to show how well I can do. I'd like to do something well."

"Now, children, over here," the radio director said. Mrs. Jones told them what to say. Ronald read his part, opening his lips as she had asked him to do so often.

The next afternoon, right after Ronald got home from school, he and Gary and their mother listened to the program on the radio. Ronald's voice sounded as loud and clear as any of the others. That night Ronald's father, who had turned on the radio at his office, told him how well he had done.

"I wish I could be on the radio," Gary told him. "Gee, you're the first person I every knew who talked over the air."

"Really?" Ronald was impressed. "You mean I did something you never did?"

Gary nodded. "We never had a chance to be on the radio. But I probably wouldn't have been chosen anyhow. Mrs. Jones used to say I read so fast I stumbled over the words."

"I never knew that." Then Ronnie told Gary and his parents that he read too softly at school.

"I think Ronnie's joking," his father smiled. "Every word was perfectly clear on the radio."

And why would Mrs. Jones have chosen you if your voice wasn't loud enough?" asked his mother.

Ronnie thought for a second. "Because she thought I could do it."

His mother nodded. "And you did!"

"When I thought about her choosing me, I just had to keep my voice loud," Ronald said. "Maybe this will help me read louder in school, too. If I did it once, I think I can do it again," he decided.

"Sure you can," Gary told him.

The next day at school was wonderful. Some of the children looked at him in a special way that made him feel important. Mrs. Jones whispered to Ronald after reading class, "I think you read better today than you did on the radio." She gave him a little wink, for she knew how much it meant to do things well.

SUGGESTED DISCUSSION QUESTIONS:

1. Why may Ronald have felt he could not do anything very well?
2. How did Mrs. Jones show that she understood some of Ronald's problems?
3. What other things might she have done to help Ronald?
4. How did Ronald feel about his brother Gary?
5. What did Gary say that helped Ronald?
6. What might Gary have done to help his brother?
7. How did Ronald help himself?
8. In what ways did Ronald's parents contribute to his feelings about his school situation?

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IALAC

Every person wears an invisible IALAC sign that says "I Am Loveable and Capable." How people treat us and how we handle daily situations determine how big or how small that sign is.

Little Johnny woke up one bright sunny morning with his IALAC sign all intact, and he felt so good about the day and himself that he lay in bed awhile to think about things.

Suddenly his mother yelled, "Johnny, get out of bed." Rip...off came a little piece of his sign. He jumped out of bed and padded down the hall to the bathroom, but his big brother pushed him out of the way and said, "Ha, ha, beat you again." Rip...

While he was in the bathroom his sister pounded on the door and hollered, "Johnny, get out of the bathroom! I want in! Mother, Johnny won't get out of the bathroom." Rip...

By the time he got dressed, Johnny wasn't feeling quite so loveable as when he awoke, but still he felt pretty good, so he slid down the bannister, sat down to breakfast and asked his dad to help him do a model airplane that evening. Dad said, "Not today, too busy." Rip... And Mother said, "John Ethan, will you hurry up! You're going to be late to school!"

Johnny finally got out of the house, and on the way to school he stopped to watch some road construction. Suddenly the school bell rang, and Johnny ran to school, dropping his papers on the way. When he arrived his teacher sternly said, "John you're late. Go get a pass." Rip...

During the class the teacher asked a question, and Johnny knew the answer and raised his hand, but he didn't get called on. But when he did get called on and didn't know the answer the teacher frowned and said, "It's obvious you didn't do your homework." Rip...

Johnny went to lunch not feeling very capable, and when he didn't find any pickles on his bologna sandwich (rip...) and his best friend got mad and didn't want to play any more (rip...) he really didn't feel very loveable either.

He had to walk home alone (rip...) and when he got there, his mom had watered the lawn and the sidewalk and he walked through the water and into the house and she yelled at him for making a mess on the carpet. Rip...

For dinner that night he had to eat cauliflower (yuk!) and when he tried to talk, his dad said angrily, "How many times have I told you not to interrupt while I'm talking!" Rip... And when he went to bed his mom demanded that he get out of bed and pick his clothes up of the floor. Rip... And by the time he went to sleep, there was only a tiny piece of his sign left.

The next day Johnny woke up and there was his sign, intact but very small. Just then his mom came in and smiling said, "Good morning, Son. Would you like waffles for breakfast this morning?" And because he loved waffles, his sign grew a little.

IN-DEPTH FOLLOW-UP

IALAC. OK, we've done something for kids to feel good about themselves, and that's great! That's something we need to do as often as possible. However, there are times when it's impossible for us to build signs.

You might explore the following:

1. Why might people not be able to build signs? What things might happen to create the inability to build signs (make others feel good)?
2. Do you have any obligation to build other people's signs?
3. What did you do recently (today) to build people's signs? What did you do to tear signs?
4. How can we let people know when they've torn our signs--often unintentionally? (This gets into communication processes.)
5. What ways do we react when our signs have been torn?
6. You can go further with this as you choose. One other thing that can be done is have kids make and wear IALAC signs (Teacher, too) upon occasion. Then they can actually tear the sign if put downs or sign tearing occurs. What can you do to build signs for the following: mother, father, brothers, and sisters. What do you do to tear their signs?
7. What painful experiences at school? What joyful experiences at school?
8. Suggestions regarding sign building and sign tearing:
    a. Question of honesty--is it important, unimportant? When? Why?
    b. When does sign building become manipulation? Good? Bad?
    c. How far does a parent let a child's rights, responsibilities, autonomy go? When and why might that change? When can sign tearing be as valuable as sign building?

STEREOTYPING

The teacher and/or students prepare several containers of gelatin, all unflavored. Each container of gelatin is colored differently to suggest common flavors (red for cherry, green for lime, yellow for lemon, etc.). Line the containers up on a table and place a ballot box behind each container. Blank pieces of paper are placed in front of each container. Each student is permitted to choose one container, taste its contents (a supply of plastic spoons should be provided), write down his guess in the ballot box. The teacher then discloses that all containers of gelatin are unflavored. Teacher and students then tabulate the results of the balloting. General discussion follows concerning the way we judge things by their appearance. Extend discussion to include people. Ask students to consider the fairness of judging people by their appearances and to consider the problems that might result. Conclude with the observation that all people are different, that each person deserves to be respected as a unique individual, and that appearances are not a reliable method of judgement.

TO THE TEACHER

Because a young child's interest tends to center on himself, he needs help in learning to consider other people's feelings. With help, too, he can understand why the people he knows do not always behave exactly the way he expects them to.

INTRODUCTION

Laura was a little girl who enjoyed riding the school bus driven by jolly Mr. Hartwig. One day Mr. Hartwig was cross, and in return Laura was rude to him. Let's see what happened when Laura acted this way, and let's try to find out what changed Mr. Hartwig's behavior that day.

THE DAY THE BUS WAS LATE

My, but it was a cold day, the coldest of the winter. Laura stamped her feet in the snow as she waited by the mailbox for the school bus and wished she already were riding inside it. She wondered what Mr. Hartwig, the bus driver, would say that morning to make her giggle. Mr. Hartwig was the funniest man she knew. He stared straight ahead at the road, not once looking behind at Laura or the others, while he talked to them or sang silly songs in his big, deep voice.

Once he had said, "Will the goldfinch in the back please settle down on a perch? She keeps flying across my backview mirror." Everyone knew he meant Laura, who had on a brand new yellow dress. She laughed the loudest of all at that joke and sat down immediately, bent over with giggles. Ever since that, Laura always thought of goldfinches when she wore her yellow dress.

But right now, Laura's toes were so numb they felt like cotton, and her forehead ached with cold. She shifted her lunchbox and books to her other arm to rest her tired muscles and tried to lift her woolen neck scarf to cover her nose and mouth. She couldn't manage it without setting the books on the snow. But it was so cold. Finally, she tried forcing the books inside the mailbox, but they wouldn't fit, so she balanced them on top while she fixed her scarf. But the curved mailbox top could not balance its load even for an instant. The books tipped and slid and went plop into the snow, opening as they fell. Several pages were damp when Laura picked them up, and the cover of one left red smears on Laura's white mittens.

"It wouldn't have happened if the old bus had been on time," Laura muttered crossly to herself. She wondered if Miss Horner, her teacher, would scold her. The books belonged to the school. She tried to wipe the other covers dry with her coat sleeve.

It seemed like a long time later when the bus came down the road, moving through the blowing snow like a fat yellow bug. By then, Laura was so cold that tears stung and froze her lashes. She reached out for her lunchbox and marched up the bus steps unsteadily.

Usually Mr. Hartwig looked toward the door and smiled at the new people climbing on board, but this morning he gave Laura only a quick look before he turned away.

"You were late today," Laura accused him. "I waited so long I nearly froze right to the road back there."

Mr. Hartwig did not even answer. The bus moved forward, and its wheels crunched loudly on the snow.

After Laura sat down, her cheeks and legs tingled as though hundreds of little needles were stinging her. She slapped her hands together to warm them and the motion reminded her of a song, "Clap Your Hands and Holler in the Barrel," which she began to sing loudly. Some of the other children joined her.

"Please be quiet!" Mr. Hartwig's voice boomed above the song. Why, he sounded cross! Laura was so surprised she stopped right in the middle of a word with her mouth hanging open.

"What's wrong with Mr. Hartwig?" she asked Patty, who sat beside her.

Patty shook her head. "I don't know, but something is."

"Well, my hands are still cold. If I can't sing, I can slap them together anyway," Laura declared. She decided to stamp her feet on the floor, too. Most of the needles had gone away, but she felt like stamping them just the same. She began softly, but then she pounded them a little harder and then very loud indeed.

"Stop that noise!" ordered Mr. Hartwig.

This time, Laura wasn't surprised by Mr. Hartwig's crossness. Somehow, she had expected him to act exactly this way. She stopped stamping her feet, but she said in a voice loud enough for Mr. Hartwig to hear, "Mr. Hartwig is a crab. He's nothing but an old crab."

Patty gasped. The other children looked surprised, too, but Laura didn't care. Mr. Hartwig didn't have to act so cross.

LET'S STOP HERE FOR A MINUTE TO TALK ABOUT LAURA . . .

Why do you think Laura acted the way she did to Mr. Hartwig on the bus?

Why do you suppose she was the noisiest one of all that morning?

What do you think you would have done in Laura's place?

NOW LET'S START THE STORY OVER AGAIN AND SEE WHAT HAD HAPPENED TO MR. HARTWIG THAT SAME MORNING . . .

When Mr. Hartwig lifted his window shade early that morning, the snow had drifted into deep piles, blocking the doors of his garage. As a boy, Mr. Hartwig had welcomed every snowfall, but now that he was older and forty sets of parents expected him to drive their children safely to school and back each day, he dreaded the snow. It made the roads too bad.

It took one whole hour for Mr. Hartwig to clear the driveway and road onto the main highway. Then, just as he was all set to drive his car out, he discovered the motor was frozen, and it wouldn't start. Mr. Hartwig ran inside to phone a neighbor who would take him to the school-bus garage. Then he had to hurry to be down at the main highway in time to meet the neighbor. By then, Mr. Hartwig felt as if he had put in a day's work. His arms ached from shoveling, and his head ached, because there hadn't been time to eat the breakfast his wife had fixed for him.

It was still too early for the tractors to have cleared the highway. Every now and then, a long finger of snow blocked the way. The neighbor's car managed to drive around two of these, but it got stuck on the third. "There's a shovel in the trunk," he told Mr. Hartwig. "Would you mind digging a little? Once it gets cleared away, we can make it."

So Mr. Hartwig climbed out and shoveled more snow. As he worked, he worried about the children already waiting for him along the bus route.

Finally, the neighbor drove the car free of the snow pile, and Mr. Hartwig reached the garage where the school bus was kept. As he walked to his bus, the garage mechanic called to him, "Hey, you're late. Those kids are going to be cold waiting for you. On mornings as bad as this you should get here on time."

Until this morning, Mr. Hartwig never had been late to work in his life. "I've been trying to get here for two hours," he told the mechanic, who wanted to hear what had happened. But there wasn't time to talk. Mr. Hartwig backed the bus carefully out of the garage and started off.

His head hurt worse now, and the early sun reflecting on the fresh snow made him squint. It took all Mr. Hartwig's energy just to keep that bus moving in a straight line, for even such a heavy bus skidded some in weather like this. Each time he stopped for a child, he hoped none of the wheels would slip off the road. With drifts like this, it was hard to know just where the road was.

The children didn't complain much about waiting; he was glad of that. One or two of them acted a little noisy at first, but they shushed up fast when he called out to them. He couldn't have noise today. Other days he didn't mind, but today he had to have it quiet to get the bus and all its passengers safely to school.

When Mr. Hartwig stopped for Laura, he noticed the wind seemed to be whipping at the snow a little harder than it had done earlier. He still had quite a way to go. His hands perspired as he gripped the steering wheel.

Usually he greeted Laura. She was such a cheerful, peppy girl he was glad to see her on other days, but today he couldn't spend time on talking.

Later, some of the kids in back started clapping their hands and carrying on so loudly he had to shout at them. They stopped at first, but then the stamping started, so he had to call out again. That's when he heard the voice.

"Mr. Hartwig is a crab. He's nothing but an old crab." He didn't have to turn to find out whose voice it was. He knew it was Laura's. Mr. Hartwig felt more tired than ever. In all the years of driving a bus, none of the children had called him such a thing.

LET'S STOP AND TALK FOR A MINUTE . . .

1. Do you think Laura tried to think of why Mr. Hartwig was late?
2. Why do you think Laura was so angry about waiting? Do you think she might have been as angry on a warm day? Why?
3. The cover of one of Laura's books left red smears on her white gloves. She blamed the accident on the bus. Do you think this was the cause of the accident? Why do you suppose she blamed it on the bus?
4. What might be some reasons why Mr. Hartwig was cross?

NOW LET'S SEE WHAT HAPPENED NEXT . . .

The bus had picked up its last passenger and was only a mile from the school when the motor coughed and stopped dead. Mr. Hartwig zipped up is jacket and went for the door. "Don't worry; we'll fix it, whatever it is."

"Can I help?" several of the boys called.

"No, you wait inside," he ordered. They groaned. "The road's not safe on a day like this."

"Boy, Mr. Hartwig won't let us do anything today," someone complained. After Mr. Hartwig had climbed down the bus steps, the boys crowded against the front window to watch while the driver opened the hood. He reached into his tool box and worked at the engine. Once it was fixed, he climbed on board again.

"Gee, Mr. Hartwig, you sure know a lot about engines," Dean, one of the boys, said. "All you had to do was look inside for a second."

"That's my job," Mr. Hartwig muttered. He turned one last corner and headed the bus down the road that would take them right to the school. He knew they would make it safely now.

"What made you late this morning?" Dean asked.

Now that they were close to the school Mr. Hartwig felt more like talking. "The snow," he said, and he told how he had had to shovel his driveway and how his car wouldn't start.

"I don't believe it," Laura said clearly. "We'll be late to school this morning--I know it, and it's going to spoil my record. Until today I wasn't ever tardy or absent."

Patty nudged her. "Shhh, don't talk like that to Mr. Hartwig."

"What made you such a whiner, Laura?" asked Dean. "Get up on the wrong side of the bed?"

"Well, I did have a perfect record," Laura retorted.

"Don't worry," said Patty. "Mr. Hartwig will explain things to Miss Horner. I'll bet today won't count."

"Maybe Miss Horner won't believe me any more than Laura did," Mr. Hartwig said after he had turned into the school driveway. "Well, here we are. If you all hurry, you may still get into your seats on time."

NOW LET'S STOP AND THINK ABOUT WHAT LAURA MIGHT DO NOW . . .

She might race off the bus as fast as she can to get into school before the bell rings.

She might stay behind and apologize to Mr. Hartwig.

She might tell the other children that she doesn't believe anything Mr. Hartwig says, including his promise to explain the lateness to Miss Horner.

She might tell her parents all about how cold she felt waiting for the bus and blame Mr. Hartwig for all that happened that day.

She might continue to behave noisily on the bus and do other things which she knows Mr. Hartwig doesn't want his passengers to do.

What else might she do?

NOW LET'S SEE WHAT REALLY HAPPENED . . .

The children jumped as soon as the bus stopped. They shoved toward the door. Laura felt herself blushing because of what Mr. Hartwig had said. She hung behind. "Hurry up," said Patty. "All right, if you won't move, let me get around you." Laura moved aside for Patty and stood in the aisle looking at the back of Mr. Hartwig's neck.

"I believed you," she said very softly once all the others had left. "I didn't mean what I said."

For the first time all that morning, Mr. Hartwig smiled. "I guess you didn't mean it at that," he answered. "You know, once when I was about your age, I worked for a perfect record at school myself, only it was Sunday School. At the end of the year, I won a little felt badge with a star on it. I would have felt pretty mean if I had lost out on that badge just because somebody else got me to Sunday School late."

"But it wasn't your fault," said Laura. "I know you got stuck in the snow and everything. I don't know why I said all those things."

"Maybe you were cold, too, and worn out from waiting," Mr. Hartwig suggested. "That's how I felt this morning myself."

"I guess so." Laura looked down. She noticed her lunchbox resting on top of the books she held. "Did you have anything to eat?"

Mr. Hartwig shook his head and shrugged. "Now that I've got the bus safely at school, I can go have a bite."

"Wait." Laura rummaged inside her lunchbox and drew out a wax paper parcel. "My mother's sugar cookies. She baked them fresh yesterday."

"Maybe just one," said Mr. Hartwig. "You take the rest."

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GOLD STAMPS--GRAY STAMPS

Ready

In order to build a positive self-image in students, it is important that we try to get students to interact in a positive way with one another. This exercise is designed to give students objective feedback on how they interact with others in the classroom.

Set

(Explain the following to your students.)
In a book by Eric Byrne, he explains the following concept. Anything that anyone says to you that makes you feel good is a gold stamp: e.g., "Gee, you look nice" or "I wish I were as smart as you," etc.

Anything that anyone says to you that makes you feel bad is a gray stamp: e.g., "You sure are stupid" or "Why don't you leave; we don't want you around here," etc.

Gold stamps and gray stamps are like S & H green stamps; we save them up and cash them in. For example, if a number of people have given you gold stamps during the day, you remember or save them and you begin feeling good; then, you cash those gold stamps in by giving a gold stamp to someone else.

The same thing happens with gray stamps. If people have given you gray stamps all day, you may go home feeling bad and the first thing that anyone says to you sets you off and you get mad at them. (Give your students some time to react to this concept.)

Go

Now give your students a chance to see how many gold stamps and gray stamps they give. Make a large chart on butcher paper with three columns. The first column is for each child's name in the class and your name also. The second column is for gold stamps and the third is for gray stamps.

NAME	GOLD STAMPS	GRAY STAMPS
John Smith		
Mary Doe		
Etc.		

Cut out small pieces of gold paper in the shape of stamps. Place the stamps along with some paste below the chart. Now have the students begin listening for gold stamps and gray stamps. When they hear a gold stamp, they can go to the chart and paste a gold stamp next to the person's name who said it. The same thing goes for gray stamps. At the end of about two weeks, have the students analyze their pattern of interacting with others by looking at the stamps on the chart and talking about it with others.

BEHAVIOR KNOWLEDGE TEST

1. Jim is not a popular member of the band because he boasts about how he can play his horn. One day he made several mistakes. Which of the following courses of action probably would be most helpful?

   A. The band members should point out to Jim that he is not perfect.
   B. They should try to understand why Jim boasts before they react.
   C. They should not concern themselves with Jim's boasting or with his mistakes.
   D. Every time Jim makes a mistake, they should point it out to him.

2. When you are puzzled by the behavior of another person, it is quite certain that:

   A. There is only one reason for his behavior.
   B. His behavior just happened for no particular reason.
   C. There is probably more than one reason for his behavior.
   D. There are so many reasons for his behavior that you can never find the main ones.

3. When you have to react to another person's action, it is:

   A. Easy to find out why he acts a certain way just by observing his behavior.
   B. Not possible to find out why he acts a certain way.
   C. Not necessary to find out why he acts as he does.
   D. Possible to get some idea of why he acts a certain way by recalling how he acted before.

4. Frank avoids games like football. He is afraid of the friendly, rough dog next door. He prefers a light in his bedroom at night. Which of the following needs is probably the motivating force behind Frank's behavior?

   A. Frank is most concerned about belonging to his group.
   B. Frank may feel that his surroundings will not provide protection.
   C. Frank wants to look good in the eyes of his friends.
   D. Frank is probably very good at taking care of himself, and it is natural to behave as he does.

5. Mary, an eighth grader, is constantly telling fantastic stories to her friends about herself and her activities with boys, which she says are true. Her friends are beginning to think that the stories are either made up or greatly exaggerated. Which of the following may best explain the reason for her behavior?

   a. Mary is lying because it is a habit she just happened to pick up.
   B. Mary is probably a born liar.
   C. Mary may feel that she is not important.
   D. Mary's exaggeration is typical of her age and should be of little concern.

INTRODUCTION FOR ITEMS 6-9: Jack's mother is worried. She has discovered that Jack has taken five dollars that she had left on her dresser. Jack is thirteen years old. His mother thinks he should know that it is wrong to take money.

What do you think studies of people like Jack show?

6. There are many children who have an inborn tendency to steal. True - False
7. Whether or not the other children in his play group like Jack could have a lot to do with why Jack took the money. True - False
8. How Jack's parents behave toward him in other matters probably would not be important in this case, since they give him an allowance that he can spend as he wishes. True - False
9. What Jack does is his own business and should be of no concern to his parents or to others. True - False
10. If a young person often gets what he wants by fighting, he will:

    A. Later become afraid to fight.
    B. Be more likely to use fighting as a solution to personal problems in the future.
    C. Be more likely than other students to brag about himself.
    D. Probably be very successful in adult life.

11. The person who has to win at every game regardless of the feelings of others probably will:

    A. Eventually have problems in getting along with others.
    B. Become very popular and well liked.
    C. Feel good every time he wins.
    D. Both A and C.
    E. Have very few personal problems.

12. When a person goes about satisfying his needs, it is best if he:

    A. Does the first thing that comes to his mind.
    B. Does what he feels like doing, regardless of the consequences.
    D. Considers what abilities he has and what the effects on himself and others may be.
    D. Ignores his needs and does not try to satisfy them.

13. When you have to make a decision about an important situation, it is best to:

    A. Do the first thing that comes to your mind.
    B. Do what feels good.
    C. Do what you think your parents or teachers or someone else would want you to do.
    D. Figure out the logical course of action.
    E. Consider different things to do and their probable effects and then decide.

14. Many young men have well-developed athletic skills that help them gain recognition and approval from their classmates. Suppose these young men found summer jobs at various places, such as lumber camps. Which of the following is most accurate?

A. Their need for recognition would no longer be strong, and they would forget about their athletic skills.
B. Their need for recognition would no longer be strong, but they would continue to engage in sports much the same as they had while in school.
C. Their need for recognition would remain strong, and they would immediately set about learning new ways of gaining it.
D. Their need for recognition would remain strong, and they would try to use their athletic skills at every opportunity.
E. Each young man would behave according to the laws of chance.

15. Betty just moved to town. At her former school she was a good student and was popular with her classmates. At her new school she is not being accepted. Which is the most helpful first step that Betty could take?

A. Do the same things she did at the former school, only try harder.
B. Develop a new skill.
C. Gather information to see why she is not popular.
D. Admit that this situation often happens in life and live with it.
E. Find out who the most popular girl is and try to make friends with her.

16. Although Jim has never been punished for failure to do his share of work around the house, he usually has it done before his parents have to say anything to him. They frequently comment on how attractive the lawn looks. Which of the following explanations is probably the most accurate?

A. Jim is using his ability to see work that has to be done to gain a feeling of worth and belonging.
B. Jim is doing his work quickly in order to escape the punishment his parents might give him.
C. Jim has a natural talent for yard work and enjoys doing it.
D. Jim's parents may not give him food and shelter if he fails to get his job done.
E. Jim has a habit; he doesn't gain much from what he is doing.

17. Lately Ann has been watching TV instead of doing her homework. Which of the following statements is the most accurate?

A. It is impossible to be certain what will happen in the future. Ann can safely ignore the consequences of her behavior.
B. If Ann's teachers and parents are not angry, then everything will turn out OK.
C. Ann will eventually feel the effects of not doing her homework, even if her parents and teachers do not punish her now.
D. If Ann does her homework she is certain to achieve her goals in life, and if she doesn't she is sure to fail.
E. Both A and B.

18. Jerry always seemed to enjoy the special recognition he received for his handwriting, samples of which were put on display. Then an injury to his hand made it impossible for him to excel in writing. Which statement is the most accurate?

A. Because of his handicap, Jerry's need for recognition will be reduced.
B. Jerry's need for recognition will remain, but because of his injury he cannot expect that he will be able to satisfy it.
C. Jerry's need for recognition will remain as strong or stronger, and he can learn other ways of satisfying it.
D. Jerry's writing had little to do with gaining a feeling of recognition. Other people either like you or they don't.

19. Bill usually gets C's or B's. He has learned that he has to spend a certain amount of time studying in order to do this. Fred gets B's and C's, too, and he studies hardly at all.

A. The chances are that because Fred is smarter, he will be more successful than Bill.
B. In the future Bill will probably do better than Fred because he is trying harder.
C. Bill and Fred have about the same chances of succeeding.
D. Fred is developing a habit that could have a very bad effect on his future.
E. Fred is lucky that he can put aside thought about the future. Bill should develop this ability for the sake of future happiness.

20. Check the statement that is true for you:

A. I have thought about my goals in life and how my present behavior can affect my chances of reaching these goals.
B. I have not thought about my goals in life and how my present behavior can affect my chances of reaching these goals.

21. Check the statement that is true for you:

A. If I should have problems in school, I know of someone, for example, a teacher or a guidance counselor, who can help me with my problems.
B. If I should have problems in school, I know of no one who can help me with them.

22. Bill found out that his friend Jim had taken LSD. Which of the following statements gives an approach to Jim's behavior that might help Bill be effective in dealing with it?

A. Taking drugs is one of those behaviors that just happen; there is no reason for it.
B. Jim takes drugs for the same reason that others take drugs.
C. There are many possible reasons why Jim takes drugs, and knowing Jim better may give clues.
D. If Bill has some knowledge of causes, he can be certain why Jim takes drugs.

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DRUGS: OK OR NOT OK?

Grades 4-6

Purpose

To have students consider for themselves when it is OK or NOT OK to take drugs.

Procedure

In an open area with standing room for 5 to 8 students, and preferably with a chalkborad in the near background, the teacher should mark off three areas side-by-side; one being the OK area; the middle being the IN-BETWEEN area; and the other being the NOT OK area. These areas can be divided and labeled on the chalkboard if one is available.

The teacher then explains to students that a situation will be presented where somebody is using a drug. The students are asked to pretend that "somebody" is them personally, and they are to decide if it is OK, IN-BETWEEN, or NOT OK for them to use the drug in that way. The teacher may give an example and react to that example. Teacher's situation: "You have a bad cough and your friend offers you a cough drop". Thinking that is OK, the teacher would stand in the OK area. The teacher should ask for another group of volunteers each time. Having asked for five volunteers, the teacher presents one of the following situations:

SITUATIONS

1. You have a headcold and your nose is congested. You go to the medicine cabinet and take one cold capsule.
2. Most of the members of your family have suffered from a bad cold this past week. You think you will probably catch it too, so you take some cold capsules to keep from getting it.
3. You have a pain in your stomach. A friend at school has some medicine the doctor prescribed for his/her stomach pain. Your friend offers you some and you take it.
4. You like the taste of children's aspirin, so you eat a few like you are eating candy.
5. On your way home from school, you find some pills laying on the sidewalk. Your friends dare you to eat some of them. You say no because the pills may contain some powerful drug.
6. A stranger offers to give you some pills. The stranger says these pills will make you feel "really good - out of this world!" You say "No thanks", and tell your parents about it.
7. Your parents have a dinner party and serve wine. They pour a little wine in your glass. You drink it.
8. Your parents are gone. You pour a large glass of wine and drink it.
9. A high school student who lives in your neighborhood offers you some beer. You say "no thanks".
10. A high school student who lives in your neighborhood offers you some beer. You drink a little bit.
11. A high school student who lives in your neighborhood offers you some beer. You drink a lot and ask for more.

12. One of your friends started smoking cigarettes a few weeks ago. Your friend offers you a cigarette. You say "No thanks".
13. One of your friends started smoking cigarettes a few weeks ago. Your friend offers you a cigarette. You try it but take only a few puffs.
14. One of your friends started smoking cigarettes a few weeks ago. You smoke it and ask for another one.
15. One of your friends started smoking cigarettes a few weeks ago. You see your friend smoking and you tell your friend's parents about it.
16. A high school student who lives in your neighborhood offers you some "grass". You say "No thanks".
17. A high school student who lives in your neighborhood offers you some "grass". You smoke just a little bit.
18. A high school student who lives in your neighborhood offers you some "grass". You smoke a lot and ask for more.

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PROMOTIONAL TECHNIQUES USED BY ADVERTISERS

Bandwagon

"Everybody's doing it" or "It's common knowledge that we are best".

Testimonial

"John Wayne drinks our coffee." Famous person advertising product.

Plain Folks

"Howdy neighbors. Welcome to our program this morning" or "You people are like the friendly folks in my town." Compare 'em.

Snob Appeal

"Original creations by Madame L. Exclusive." Picture reminds you of elite society.

Name Calling

"Red", "Reactionary", "Beatnick", "Rebel".

Glittering Generalities

"Absolute honesty", "Right to work", "American way", "The Democratic way".

Transfer

Using a picture of a mother and child to transfer our feeling of love to whatever a poster is advertising. Or using a picture of a flag to lend patriotism to whatever a poster is advertising.

Slanted Words or Phrases

"Tested in the laboratory" or "Scientifically proven"

Card-stacking

Using half-truths which cannot be denied--or whole truths which have no point in the discussion:

- distorting or twisting facts
- selective omissions--half-truths
- incomplete quotation

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SAFETY

Elementary Sample Activity

Activity

Students discuss best course of action if they are about to ride with a driver who has been drinking excessively.

Objective

Demonstrate ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety.

Students write or respond verbally to one or more scenarios in which a driver who has been drinking excessively offers them a ride. Sample scenarios are on the next page.

The following class, students break into small groups and are given written instructions to discuss:

1. What they would do. How and why.

2. What they should do. How and why.

3. How any differences between what students would and should do are resolved.

Each group reports its conclusions to class and responds to questions and comments from class and teacher.

Sample Scenarios

You are just finishing a Little League practice and your brother has come to pick you up. He hates to do this and you know it, but the ballpark is several miles from your home and the taxi would be expensive. Your father is working, and your mother is taking care of your brothers and sisters. This time your brother is roaring drunk, but insists he is able to drive o.k. You have about 25¢ on you. Bus fare home is 40¢. What will you do? What should you do? Why?

A good friend has offered you a ride home from school because your mother is off at the doctor and you have no other way of getting home. His mother is roaring down the street in their green stationwagon. Instead of stopping at the curb, she pulls right up on the sidewalk in front of the school. As soon as you get in the car, you can smell the liquor on her breath. You don't want to hurt your friend's feelings, and he isn't saying anything. On the other hand, you live three miles away from school. What will you do? What should you do? Why?

Your friend has given a party. Now it is 8:00 p.m. and his father, who is quite drunk, has offered you a ride home. Your own parents are out for the evening. You offer to call a cab since you have some money, but he says that is silly. What will you do? What should you do? Why?

New scenarios can be created by varying:

1. The amount drunk.
2. The relationship between driver and the rider.
3. The amount of money the potential rider has, the distance to his home, and the availability of other forms of transportation.

ATTITUDES AND REASONS

Elementary Sample Activity

Activity

Students develop collages or mobiles illustrating maturity or immaturity and discuss relationships between them and drinking.

Objective

Demonstrate knowledge of an ability to evaluate relationship between drinking and maturity in order to make responsible decisions about drinking.

Students individually create collages or mobiles whose theme is maturty or immaturity (not necessarily as related to drinking). Upon completion of collages, students break into small groups and are instructed to look at the collages or mobiles made by the other students in their group and decide what each one is trying to say a mature or immature person is like. Groups are instructed to keep a list of all the things the mobiles and collages are saying about mature or immature people.

Class then discusses these lists. Discussions consider:

1. What kind of alcohol use and non-use constitutes mature and immature behavior and why.
2. Why teenagers and adults seem to feel drinking is a sign of maturity.

The teacher may want to point out that mature drinking does not necessarily indicate a mature person.

INTERPERSONAL

Elementary Sample Activity

Activity

Students role-play in groups as teams methods of coping with pressures to drink.

Objectives

Demonstrate knowledge of an ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.

Students explore ways of coping with pressures to drink by role playing students of their own age and older faced with the decision to drink or to abstain. Situations include:

1. older students trying to persuade peers to drink
2. older students trying to persuade younger ones to drink

The objective for the younger students is to make the "best" decision, e.g. one which trades off competing pressures to please older students of peers and satisfy their own curiosity vs. observing parental rules of attitudes and being personally afraid, inexperienced, uninterested, etc. in taking a drink.

Students form teams of 5-3 each and then for larger groups consisting of two teams per group. The teacher distributes to one team in each group set A profiles (older students of peers pressuring others to drink) and distributes to the other team set B profiles (younger students of peers being pressured to drink).

Each team reads its profile, which gives motivations for urging others to drink or motivations for resisting pressure. Included are suggested statements for exerting pressure ("you're just chicken"; "prove you're a man" etc.) and suggested statements for refusal ("that stuff tastes awful"; "I don't have to prove I'm grown up", etc.).

As confrontation proceeds, each student on the "being pressured" team will either continue resisting or decide to yield. At the end of each 5-minute period, the teacher asks students on the B teams if anyone has decided to drink. If no student has decided to drink at the end of 10 minutes, and the dialogue has become repetitive with no new action or arguments, the teacher calls time.

However, if one or several students on the B teams have decided to drink, the action continues to enable the teacher and the students to observe whether the decision on one student exerts pressure on other B team students to yield. The exercise may thus demonstrate the actual mechanism of peer pressure beyond the written profiles provided. Even the teacher's soliciting the results at the end of each 5 minutes may add to the pressure for students to decide to drink.

When the confrontation is over, the class analyzes:

1. how A team students felt in exerting pressure on others to drink.
2. how A team students felt when they found no students responding to their pressure.
3. how they felt if and when one or several students yielded to their pressure.
4. how B team students felt under pressure.
5. how B team students felt if and when an individual on their team decided to yield.
6. why any student who yielded did so.
7. what the strongest motivations on the others were not to yield.
8. what were the most persuasive arguments on each side for and against drinking; vice versa.

Ask the students to compile a set of "coping strategies" advising others how to cope with pressures to drink based on their role-play experience.

ATTITUDES AND REASONS

Elementary Sample Activity

Activity

Students abstain from one or more very desirable activities to feel what it might be like to be an alcoholic.

Objective

Demonstrate knowledge of an ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

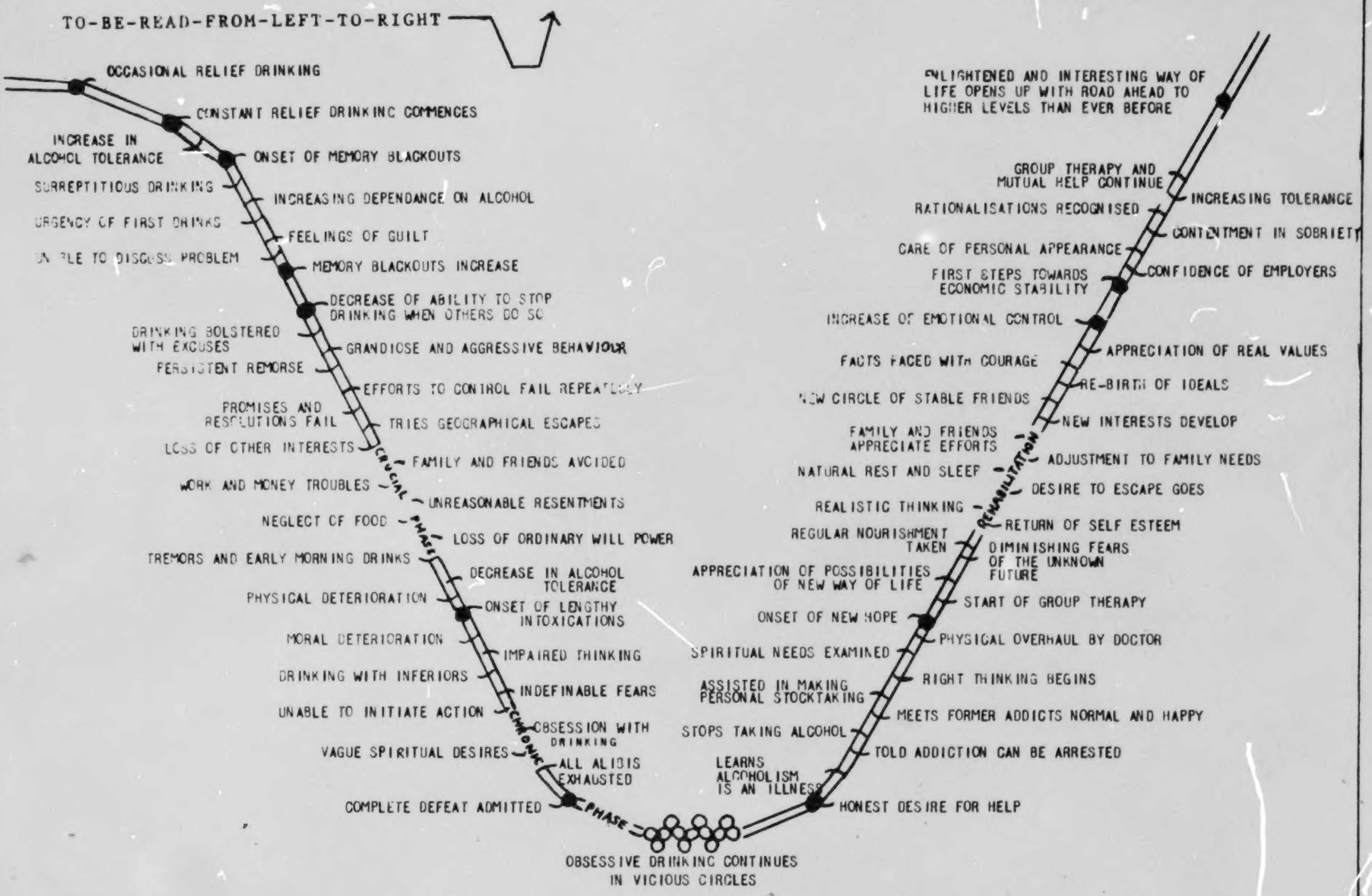
Students develop a list of common activities they engage in that might be difficult for them to abstain from. Examples include:

1. using salt and/or sugar
2. using the telephone
3. eating candy
4. drinking soda pop
5. playing athletics
6. drinking no beverage but water
7. watching television
8. having between-meal snacks

Each student selects one or more activities and attempts to abstain from it (them) for an agreed upon length of time depending on the activity and its importance to the student's needs and health. At the end of that period, each student writes an account of, or reports to the class on:

1. whether he succeeded
2. why he feels he was able or unable to succeed
3. his feelings during the period of abstinence, such as boredom, anger, grouchiness, preoccupation with the "forbidden" activity, jealousy toward others who were not abstaining, urge to hide the "forbidden" object(s) from sight.

If written, each student reads results back to class and, in either case, discusses how this compares with an alcoholic's attempt to abstain.


TO-BE-READ-FROM-LEFT-TO-RIGHT
OCCASIONAL RELIEF DRINKING
CONSTANT RELIEF DRINKING COMMENCES
INCREASE IN ALCOHOL TOLERANCE
ONSET OF MEMORY BLACKOUTS
SURREPTITIOUS DRINKING
INCREASING DEPENDANCE ON ALCOHOL
URGENCY OF FIRST DRINKS
FEELINGS OF GUILT
UNABLE TO DISCUSS PROBLEM
MEMORY BLACKOUTS INCREASE
DECREASE OF ABILITY TO STOP DRINKING WHEN OTHERS DO SO
DRINKING BOLSTERED WITH EXCUSES
GRANDIOSE AND AGGRESSIVE BEHAVIOUR
PERSISTENT REMORSE
EFFORTS TO CONTROL FAIL REPEATEDLY
PROMISES AND RESOLUTIONS FAIL
TRIES GEOGRAPHICAL ESCAPES
LOSS OF OTHER INTERESTS
CRUCIAL PHASE
FAMILY AND FRIENDS AVOIDED
WORK AND MONEY TROUBLES
UNREASONABLE RESENTMENTS
NEGLECT OF FOOD
LOSS OF ORDINARY WILL POWER
TREMORS AND EARLY MORNING DRINKS
DECREASE IN ALCOHOL TOLERANCE
PHYSICAL DETERIORATION
ONSET OF LENGTHY INTOXICATIONS
MORAL DETERIORATION
IMPAIRED THINKING
DRINKING WITH INFERIORS
INDEFINABLE FEARS
UNABLE TO INITIATE ACTION
CHRONIC PHASE
OBSESSION WITH DRINKING
VAGUE SPIRITUAL DESIRES
ALL ALIBIS EXHAUSTED
COMPLETE DEFEAT ADMITTED
OBSESSIVE DRINKING CONTINUES IN VICIOUS CIRCLES
HONEST DESIRE FOR HELP
LEARNS ALCOHOLISM IS AN ILLNESS
TOLD ADDICTION CAN BE ARRESTED
STOPS TAKING ALCOHOL
MEETS FORMER ADDICTS NORMAL AND HAPPY
ASSISTED IN MAKING PERSONAL STOCKTAKING
RIGHT THINKING BEGINS
SPIRITUAL NEEDS EXAMINED
PHYSICAL OVERHAUL BY DOCTOR
ONSET OF NEW HOPE
START OF GROUP THERAPY
APPRECIATION OF POSSIBILITIES OF NEW WAY OF LIFE
DIMINISHING FEARS OF THE UNKNOWN FUTURE
REGULAR NOURISHMENT TAKEN
RETURN OF SELF ESTEEM
REHABILITATION
REALISTIC THINKING
DESIRE TO ESCAPE GOES
NATURAL REST AND SLEEP
ADJUSTMENT TO FAMILY NEEDS
FAMILY AND FRIENDS APPRECIATE EFFORTS
NEW INTERESTS DEVELOP
NEW CIRCLE OF STABLE FRIENDS
RE-BIRTH OF IDEALS
FACTS FACED WITH COURAGE
APPRECIATION OF REAL VALUES
INCREASE OF EMOTIONAL CONTROL
FIRST STEPS TOWARDS ECONOMIC STABILITY
CONFIDENCE OF EMPLOYERS
CARE OF PERSONAL APPEARANCE
CONTENTMENT IN SOBRIETY
RATIONALISATIONS RECOGNISED
INCREASING TOLERANCE
GROUP THERAPY AND MUTUAL HELP CONTINUE
ENLIGHTENED AND INTERESTING WAY OF LIFE OPENS UP WITH ROAD AHEAD TO HIGHER LEVELS THAN EVER BEFORE

"GROUP THERAPY IN ALCOHOLISM"
M.M. GLATT, M.D., D.P.M.
WARLINGHAM PARK HOSPITAL

A CHART OF ALCOHOL ADDICTION AND RECOVERY

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INTERPERSONAL

Elementary Sample Activity

Activity

Students role-play scenarios involving the use of alcohol by different family members.

Objective

Demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

Students role-play scenarios in which a "member of their family" is a problem drinker and students must decide how to cope with him. Sample role profiles appear on the next page. Students should be encouraged to create their own scenarios and role profiles.

After each role play, nonparticipants suggest what they would have said and done had they been participants. Participants discuss the feelings they had while role playing.

After role-plays, teacher lists on board ways students responded to each problem drinker. Class discussion is then held on which responses students and teacher feel are most constructive and why.

Sample Role Profiles

Student

You've invited your best friend to come home with you after school. You and your friend go in the house and find your father drunk on the kitchen floor. He starts yelling and mumbling, but he's not making any sense. He's been doing this a lot lately, since he lost his job last month. What do you do with your friend and your father?

Problem Drinker

You are a grown-up who lost his job last month, and you've been so upset at being unable to support your family that you've been drinking quite a bit. A couple of times your children have found you completely drunk. You've tried to get jobs, but there just aren't any around. You got really drunk this afternoon when you spent all morning trying to find a job, and one of your children has just come home with a friend and found you on the floor. You feel ashamed but you're so miserable you don't really care who's found you. How do you react when the child comes in?

Student

Your mother has been asked to meet with your teacher and guidance counselor, but now she tells you she's not going because she's been drinking all day and doesn't feel well. She tells you to go to the school and tell the teacher that she has visitors and won't be able to make the meeting. This is the third time she's cancelled her appointment. You really want her to talk to your teacher, because you feel the teacher has been unfair in giving you poor grades. You may have to stay back if the grades aren't changed. What do you do?

Problem Drinker

You are a grown-up who has been drinking heavily for several months now, and you feel this is none of your child's business. You know what you're doing, and you can quit drinking any time you want. You are supposed to meet with your child's teacher and the guidance department about his (her) poor grades but you just don't feel up to it today. So you tell your child to tell them you have visitors and can't make the meeting. This is the third time you've cancelled it.

Student

Your older brother came back from four years in the Army about two months ago. He got pretty "shook up" by his Army time and is still very nervous and tense. He's been hanging around the house doing a lot of heavy drinking. This afternoon he got drunk and broke your new transistor radio. You have just come home from school and found it on the kitchen table smashed. He is sitting drunk on a chair. What are you going to do?

Problem Drinker

You came back from four years in the Army two months ago. You really haven't been able to settle down to a job because you had an upsetting time in the service. At times you've been doing some drinking, because it helps you relax and forget the Army and your problems. Today you did some drinking and broke your kid brother's new transistor radio by mistake. You like him and feel bad, but you're not going to let him chew you out for it. After all, if it hadn't been for the Army you wouldn't have been drinking, you feel. Now he's just come in.

New role profiles can be created by varying:

1. the relationship between the student and the problem drinker
2. the reason the problem drinker drinks, how much he drinks and what effect his drinking has on the student
3. the problem drinker's attitude

MYTHS

Alcohol is a stimulant

When a person drinks, he may do things he might not otherwise do. This is not because alcohol is a stimulant, but rather because it is a depressant. The first area of the brain alcohol affects is the area which regulates inhibitions, judgement and self-control. It is the lack of such restraints that causes the apparently "stimulated" or uninhibited behavior.

A few drinks can improve your skill

Alcohol does not normally increase physical or mental skills. What it may do is increase confidence and decrease judgement and self-criticism. The drinker may feel as if his performance has improved when in reality it may have declined.

Alcohol warms the body

Alcohol makes a drinker feel warmer because it causes blood to rise to the skin's surface. However, when this happens, the body temperature is actually lowered because the surface heat is lost.

Alcohol cures colds

Although some symptoms of the cold might be temporarily relieved, alcohol does not cure colds.

Methods for sobering up quickly

Alleged methods for sobering up range from hot coffee to cold showers, from food to fresh air. The only effect any of these treatments can have is to produce a wide-awake drunk. An awakened drunk, feeling he has sobered up, may attempt to perform tasks, such as driving, of which he is no more capable than the sleepy drunk. Time is the only method of sobering up. There is no way to increase the oxidation rate--the rate at which the body eliminates alcohol.

Alcohol destroys brain cells

There is never enough alcohol in the body to cause actual tissue damage.

Eating foods made with alcohol can cause intoxication

When alcohol is used in cooking, little remains in the food as the alcohol evaporates when heated. Even if the alcohol is not heated, not enough is used to have any effects except for taste.

Mixing drinks causes greater intoxication

Only the consumption of ethyl alcohol, the ingredient common to all alcoholic beverages, causes intoxication, not the mixing of drinks. A person may tend to consume more when there is a variety of drinks, but it is still only the total amount of ethyl alcohol that counts.

Alcoholics are skid row bums

Alcoholism shows no favorites. It is found among all classes of people. It has been estimated that only three percent of all alcoholics are on skid row. Furthermore, it seems that only a minority of those living on skid row are alcoholics.

Alcoholism is inherited

There is no conclusive evidence to support this. Although some experts believe that certain physiological responses to alcohol may be inherited, these do not account for the illness itself. It is generally agreed that psychological and sociological factors are responsible for the development of alcoholism. These tend to be learned by or to operate on the next generation, but are not genetically passed on.

Alcoholics are morally weak

Although there are still people who disagree, alcoholism has been medically and legally classified as an illness. An alcoholic is no more responsible for his drinking than a tuberculosis patient is for his coughing.

All alcoholics drink in the morning

Although the craving for a morning drink is a common symptom among chronic alcoholics, there are those who don't display it. It is not when drinking occurs, but the lack of control over it when it does occur that defines alcoholism.

You can't become an alcoholic by drinking only beer

Even though the percentage is relatively low (2%-5%), beer still contains the potentially addictive ingredient--ethyl alcohol. The alcoholic who drinks beer merely has to drink more of it to get drunk than he would wine or whiskey.

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Alcoholics drink every day

Some alcoholics drink only on weekends, some abstain for months. Alcoholism is not determined by how often a person drinks, but whether or not he can control his drinking once he starts.

Women don't become alcoholics

Women do become alcoholics, but are not as likely to be diagnosed as such, since they are more easily camouflaged by the protective setting of the home. During recent years, the estimated ratio of men to women alcoholics has dropped from 6:1 to 4:1. The increase in the number of women alcoholics has been explained both as an increase in the willingness to be treated, and therefore "discovered" and as an increase in the actual number of cases.

THINK-DRINK GAME TEACHER INSTRUCTIONS

Teaching Objectives

This exercise, which can be either a solitary or small group activity for students, is aimed at the sixth and seventh grades in terms of the reading level required and the issues addressed. However, some teachers and some classes may find it usable and appropriate as early as the fourth grade and as late as grades eight and nine. Research has shown that sixth and seventh graders are interested in the physical sensations, the concomitant emotional states and the behavioral effects of alcohol consumption. Before they can learn about alcohol and traffic safety, students need honest and complete answers to questions like: "Why do people drink alcohol?" "Does alcohol taste good?" "Does alcohol make you feel good?" "How do you know when you're 'high' and what is it like?" The major objective of this exercise is to provide as honest, complete, non-boogeyman answers as possible to these questions about the physical, emotional and behavioral effects of alcohol consumption without bringing a bottle into the classroom.

A secondary objective is to demonstrate the mechanism of peer group pressure as it applies to individual decisions and judgments in a drinking situation. Even at the sixth and seventh grade level, students are strongly influenced by pressure from their friends. The earlier this pressure is dealt with in the classroom, the better the chance of fostering student independence against such pressure.

Game Materials

There are six decks of feedback cards:

Number	Suggested Colors	Blood Level
8	WHITE	.01 - .04%
8	BLUE	.05 - .09%
8	GREEN	.10 - .14%
8	YELLOW	.15 - .22%
8	ORANGE	.23 - .29%
8	RED	.30 - & up

The Teacher or students will need to xerox the cards and paste them according to blood level, on different color poster paper, for example all .10% - .04% cards can be cut and pasted on white paper, .05 - .09% on blue, etc. After pasting cards can be cut out.

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The only other required equipment, except for scrap paper for individual scorekeeping, is the circular device which calculates the blood alcohol content. The BAC Wheel can be xeroxed and copies easily put together from the circles and instructions on the pages following this activity. The teacher pastes them on poster paper for durability and then assembles (or has students assemble) as many wheels as there will be small groups, or, if desired, assembles enough for each student to have his own.

Preliminary Comments

A student with a well-developed interest in this topic or a particularly non-social student might be encouraged to experiment with the calculator and the six decks of feedback cards alone, but additional excitement and peer pressure involvement are provided by a small group approach to the materials. Whether used alone or in groups, the same procedure given below is used.

A group of no more than six is recommended; larger groups will mean longer waits between "turns" and greater restlessness. We suggest small groups with a mix of sexes, body weights, races, ethnic backgrounds and learning abilities ('slow learners' will benefit from non-segregation). One of each group is chosen to start. Others follow suit clockwise from the starter, one at a time.

Each color-coded deck of 'feedback' cards covers a certain range of alcohol percentage levels in the blood (see color percentage listing above under Games Materials). These six percentage ranges have been chosen on the basis of research, showing major effective and/or behavioral changes. Since the individual reaction to a certain blood alcohol content varies according to personality and situational factors (body weight and time span have already been compensated for by the BAC Wheel), there are eight different cards for each color-coded BAC range. The cards contain positive, negative and mixed effects described in graphic, though sometimes humorous terms. The designers have deliberately used humor as a tension reducing antidote to anxiety which may be aroused by some of the more frightening results on the cards.

Be sure to encourage players to talk back and forth, as they will undoubtedly "egg on" each other, which is part of this learning experience. Informal circles on the floor or with desks turned into small circles are more conducive to this interaction than normal classroom arrangement. Each round of turns is the equivalent of 1/2 hour of "partying". This must be announced to players, because it will enter into their alcohol blood level calculations in terms of 2 rounds = 1 hour. You should also announce that a player may drop out at any point and become an observer. (Group social pressures will militate against dropouts, but this is realistic.) You can expect that, as the game proceeds, players will dare and challenge each other to experiment by "drinking" more and more.

Game Procedure

Step 1: Cut out and set up BAC Wheels and the 6 card decks by color as indicated (shuffle each deck).

Step 2: Pass out one set of cards for each group and one BAC Wheel per group or per student.

Step 3: Explain that players are to pretend they are at a party where drinks are being served, and they are each free to decide for themselves (in turn) when and how much they want to 'drink'.

Step 4: Explain the BAC Wheel and the six decks of cards in terms of what a player does when it is his turn--namely he:

a. decides whether or not to 'drink' in that 30-minute period and how much -- from 1 to 4 mixed drinks.

b. operates the BAC wheel according to his consumption decision, the game 'time' and his real body weight.

c. takes the top card from the color-coded, preshuffled deck that contains the alcohol blood level range indicated for him by the BAC wheel in step (b).

d. reads the information card aloud to his group and then records on a notepad how much he drank and a brief summary of this result. (With poor readers, you may have to read the results aloud for them.)

e. turns the card drawn face down beside the deck of yet unused cards of that color.

f. allows the next player to follow suit, beginning with step (a), by passing on the BAC wheel to him, if each player does not have his own wheel.

NOTE: When a player is told that he has "passed out," he retires to the sidelines to observe.

Step 5: When a deck of cards is used up, students shuffle it again and replace the deck right side up.

Step 6: Use your discretion as to when to end the game, e.g., when two players have 'passed out' or when one player has 'passed out' and the others have decided to stop 'drinking'.

Step 7: Tell players that there are no scores in this game; they should be able to tell by their scrap paper record of events whether they 'won' or 'lost'.

Step 8: Players may want to repeat the exercise to find out more.

Step 9: If players do not express a desire to replay exercise exactly as in steps 4-8, have them replay in the same fashion using teen-age or adult body weights, to see what difference this makes. (Students may choose and record at the top of their scrap sheets the body weight of some older person they know, or you may simply have boys add 50 lbs to their body weights and girls add 35 lbs.).

Step 10: After all students in the class have had direct experience playing THINK/DRINK, move on to a class discussion focused on the questions below.

* *

*Although the BAC wheel and the card decks deal with decimals and percentages, a working knowledge of these two math concepts is not absolutely necessary, as long as players are able to recognize corresponding numbers. In certain groups you may find it necessary to manipulate the BAC wheel yourself and refer each player to the correct card color.

* *

Follow-up Discussion

Based on their individual notes, each player answers for the teacher and for the group the following questions:

a. What good things seemed to happen to you? Why were they "good"?

b. What bad things happened? Why were these "bad"?

c. At what alcohol blood level, if any, did things seem to 'go wrong'?

d. Why do you suppose there were different cards within each range of alcohol blood levels?

e. What happened with different body weights?

f. What happened with the passage of time?

g. Why did you drink as much as you did in the game?

h. Do you think this experience will affect your drinking behavior when you grow up? If so, How? If not, why not?

If there is no time during the class period for this follow-up discussion, you may want these questions to be answered in the form of a homework writing assignment or a verbal report to the rest of the class on the following day.

It is crucial, however, that somehow students think about most of these questions if complete learning is to take place. In addition, it is difficult to evaluate whether any learning took place during the game unless the students respond to the questions.

THINK/DRINK GAME CARDS

Teacher: Please cut cards out on paper cutter, discard scrap edges.

.01% - .04% #1

You feel a little happier than you did previously, but -- other than that -- you can't notice any real difference. You keep thinking to yourself, "I must really hold my liquor well!" If you were a grownup, you might drive a little faster than usual, but your reactions still seem to be good. You wish this stuff didn't taste so awful!

.01% - .04% #2

You were already feeling sad when you came to the party; now you feel just a little more 'down'. You do not really feel much different, and no one would know you had been drinking, unless they smelled your breath. If you were a grown-up, you'd be sure that you could drive as well as usual. You'd do this more often, if these drinks didn't taste so bad!

.01% - .04% #3

Now you feel a bit better than you did before the party started. It seems as if the only thing that happened was that you relaxed and "loosened up" a little. You are always careful about what you do, so you think to yourself that some more alcohol won't hurt you a bit. If you were a grown-up, you wonder if you should drive a car?

.01% - .04% #4

Wow! Maybe you shouldn't have had anything to drink on an empty stomach. Your ears feel hot, as if you were blushing about something. But, all in all, you don't feel any different in the way you act, just a little happier, that's all. What's wrong with that? You wish this stuff didn't burn all the way going down.

.01% - .04% #5

You just came from a big dinner at home. This little bit of alcohol doesn't seem to have done a thing for you. Should you try some more, to see if you feel anything? No one else would know you had been drinking; you hardly feel it yourself. But you wish the stuff tasted better.

.01% - .04% #6

For the first time, you really feel like one of the "in crowd". You can't tell whether it's that little bit of alcohol or the "new you", but you really feel pretty good. You are thinking about having more, but you don't want to get drunk and make a fool of yourself. What is the "right" thing for you to do?

.01% - .04% #7

That really burned on the way down. It didn't taste very good either. You sort of wonder what people see in this stuff. Maybe you'll try a different drink. The only difference you feel is that you are sleepy now, and you don't really know why.

.01% - .04% #8

You had a fight with your parents about whether or not you could come at all tonight. You were worried about this fight, but now your worries seem to have flown out the window. That little bit of drink really seems to be helping you enjoy yourself at this party.

.05% - .09% #9

In Idaho you are legally drunk at .08%. Wow, do you feel good. You've never been able to get up the nerve to dance before, but tonight you're the life of the party. The stuff doesn't even taste so bad after a few.

.05% - .09% #10

In Idaho you are legally drunk at .08%. Your forehead feels numb inside, but you don't care. For some reason you feel like a good fight, so you're going around teasing everyone--even your friends. If you were a grown-up and got in your car, you might just race anyone down the road, and you know you'd win. Maybe the next drink won't taste so bad.

.05% - .09% #11

In Idaho you are legally drunk at .08%. You have a tingling feeling all over and a buzzing in your ears. One minute you feel on top of the world, the next minute you're blue and want to crawl off into a corner by yourself. If you were a grown-up driving a car, you might go a little too fast, then slow down to a snail's pace.

.05% - .09% #12

In Idaho you are legally drunk at .08%. You wouldn't have believed it. Here you are, talking to everyone and making jokes. And you were always so shy before. You think it is really wonderful what a little alcohol can do. Who cares if you can't walk in another hour or two? Maybe you'll just stay here all night.

.05% - .09% #13

In Idaho you are legally drunk at .08%. For some reason, you keep bumping into everyone. But you just feel too good to keep saying you're sorry, so you don't bother. When people ask you how you're going to get home, the grown-up in you says, "A few drinks make me the best driver on the road".

.05% - .09% #14

In Idaho you are legally drunk at .08%. For some reason, people seem to be picking on you. You feel strong enough to lay a few of them out on the floor cold. It's a good thing you're in such a good mood or you might just do that. You feel a little numb all over; no one could hurt you. This stuff tastes funny, but you like it.

.05% - .09% #15

In Idaho you are legally drunk at .08%. You really feel great. What a fun party this is. Everyone here seems to be friendly and talkative. You are thinking to yourself that maybe you should do this more often. You haven't had such a good time in ages. By now you don't even mind the taste of the stuff.

.05% - .09% #16

In Idaho you are legally drunk at .08%. Maybe it was those greasy french fries you had on the way here, but you feel a little wobbly in your stomach or maybe it's because this stuff tastes like lighter fluid. Why did you come to this stupid party anyway? You might just get up and go home. If you were a grown-up, you are sure you could at least drive safely home.

.10% - .14% #17

In 22 states you are legally drunk. When you walk around, you feel like you are floating, but furniture and doorways keep getting in your way. If you were a grown-up and got into a car, you would probably have trouble finding the keyhole to start the engine but you don't care, so there.

.10% - .14% #18

In 22 states you are legally drunk. But you feel just fine, and you don't have any trouble walking a straight line--well, hardly any. If you were a grown-up and decided to drive and did something like go through a stop sign you could be arrested for drunk driving and convicted.

.10% - .14% #19

In 22 states you are legally drunk. And you believe it. You never felt so clumsy in your life; you just knocked over someone else's drink. Even so, you are sure you could make it home safely in your car, if you were a grown-up. You don't care what the law says. Let someone try and stop you.

.10% - .14% #20

In 22 states you are legally drunk. You feel dizzy and you are sure you are making a fool of yourself. You can't even walk a straight line to the bathroom, but somehow you don't care. You just want to get home as fast as you can.

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.10% - .14% #21

In 22 states you are legally drunk. You feel a little dizzy, but you don't feel drunk. You never get drunk. Even if you had trouble finding the car door handle, and even if you got in the wrong car the first time, you know you could drive home safely, if you were a grown-up and went very slowly.

.10% - .14% #22

In 22 states you are legally drunk. You did feel pretty awful for a while, but now that you've thrown up your dinner, you feel almost human again. You figure that if you could make it all the way down the hall to the bathroom, you can certainly get home safely. If you were a grown up, you'd just drive your car home; you wouldn't care about little accidents.

.10% - .14% #23

In 22 states you are legally drunk. You were the life of the party, and getting in a car makes you feel like king of the road. But you have to admit that you talk like you have marbles in your mouth, and you feel a little bit like going to sleep right now.

.10% - .14% #24

In 22 states you are legally drunk. Every time you try to get up for another drink you trip over someone. But you are determined to have another, because you like this strange new dizzy feeling. You feel you can do whatever you want, because everyone knows you're drunk.

.15% - .22% #25

By any definition you are drunk. Your head is spinning in circles. One minute you feel like laughing, the next minute you feel like crying. You can't seem to do anything right, including walking and talking. If you were a grown-up, you couldn't possibly drive home; maybe you should call a taxi.

.15% - .22% #26

By any definition you are drunk. You feel very dizzy, tingly all over and somewhat sick to your stomach. It seems like you've been doing only two things all evening; getting another drink and going to the bathroom over and over. But you can't wait to get in the car with your friends and fly all the way home. You still feel really good.

.15% - .22% #27

By any definition you are drunk. You didn't really mean to get so terribly drunk and sick to your stomach. You feel clumsy, ugly and stupid. You just barely remember spilling a drink down someone's neck and getting sick on the way to the bathroom. How are you going to be able to face these friends ever again?

.15% - .22% #28

By any definition you are drunk. If you don't stop yelling and throwing things, you may get arrested for drunken, disorderly conduct. But this is the best party you've been to in years. You feel great. A 'friend' keeps telling you not to try to go home by yourself, because you might have an accident or get arrested, or both.

.15% - .22% #29

By any definition you are drunk. You feel wonderfully silly. You never realized before what a beautiful voice you have. Why do people keep telling you to stop singing? Dumbbells. Maybe you'll just get in your car and roar out of here. (Never mind the sirens behind you.)

.15% -.22% #30

By any definition you are drunk. Well, you wanted to know what this felt like, but you don't like it at all. You feel very dizzy and somewhat sick; you just know you're going to feel awful in the morning. You just decided to go straight home and sleep it off. (Will you make it home safely?)

.15% - .22% #31

By any definition you are drunk it seems like some invisible person keeps rearranging the furniture, so that you always bump into something. Even when you swear at the furniture, the words don't come out right. If you were a grown-up and could only find your car, you'd drive home, but the cars all look alike to you now.

.15% - .22% #32

By any definition, you are drunk. You feel so dizzy and confused that you couldn't possibly drive home all in one piece, even if you knew how. You asked a friend who's just as drunk as you are, to drive you home because he was always a good driver. (Was this a good idea?) What a sore head you're going to have in the morning. You're sleepy too.

.23% - .29% #33

You're just sitting here quietly on the floor, not moving any part of your body. Every now and then, someone comes by and tries to talk or get you to dance, but the only thing in the world you want to do is just sit there, not moving. You feel so strange, you can't imagine doing anything else; your head would break open.

.23% #34

You lost your dinner in the bathroom sink a while ago. Now you get sick to your stomach, but there's nothing left to come up. For some reason, all you want to do is just sit here in the bathtub. Why don't people stop banging on the bathroom door?

.23% -.29% #35

Now that you've finished being sick to your stomach for the third time in an hour, you'd like to go home. But, if you were a grown-up, you couldn't remember where you put your car keys, or your car, for that matter. (Maybe you shouldn't drive anyway.)

.23% -.29% #36

You feel as if there is nothing inside your head at all--no thoughts, no feelings. All around you people are talking and dancing, but you can't think of anything to talk about. For the last five minutes you've been sitting here, trying to remember your own house number, but ......you're so sleepy.

.23%-.29% #37

The last time you got up to go for another drink you only fell down. So you decided just to sit here on the floor and watch. You're not having fun any more, but you can't figure out how to get home. One of your good friends just walked by (now what _is_ his name?)

.23%-.29% #38

Someone just told you to stop staring at them; you don't really know how long you've been sitting here, staring without really noticing anything that was going on. This party turned out to be no fun at all for you after all those drinks. Go to the bathroom again, if you can.

.23%-.29% #39

A while ago you felt just awful, but now you just can't feel anything at all, in fact, you can't seem to keep your thoughts on anything that is going on. You wish you were home safe in bed, but you have no idea how to get there. You're so sleepy, you might just curl up right here.

.23%-.29% #40

What interesting wallpaper. You have no idea how long you've been sitting here, staring into the corner. It must have been a long time, because everyone else seems to be going home. If only you could get up, you would ask someone for a ride. (You couldn't drive a car, even if you knew how) You don't even know if you can get up or not.

.30% - and up #41

You have just passed out XXXXXXXXXXXXXXXXXXXXXXXXX No one noticed you slide down behind the sofa. When you wake up (some time tomorrow), you will probably not remember anything that happened at the party. You know you will be sore where you were lying on the floor, and your head will feel like it is going to burst.

.30% - and up #42

You have just passed out XXXXXXXXXXXXXXXXXXXXXXXXXXXXX No one noticed you pass out in the shower stall in the bathroom. You probably will not be found until the next morning, when you know you will not remember a thing. You will be very lucky to be alive, because the amount of alcohol you drank can kill. Does your head hurt?

.30%- and up #43

You have just passed out XXXXXXXXXXXXXXXXXXXXXXXXX You fell onto a bed in an empty room and blacked out completely. Unless you are lucky enough to be found by a friend sober enough to call an ambulance or get you to a hospital himself, you may very well die from the incredible amount of alcohol you drank. The Party's over.

.30%-and up #42

You have just passed out XXXXXXXXXXXXXXXXXXXXXXXXXXXX Not only did you black out, you went into a coma. Several other people at the party thought you had died, which might have happened to you after drinking so very much. When you were brought around, you were sore all over, had no memory of the evening, and were embarrassed to find out you wet your pants.

.30% and up #45

You have just passed out XXXXXXXXXXXXXXXXXXXXXXX Lucky for you, you blacked out behind the wheel of your car before you could start it up. (You drank enough that it might have killed you anyway). In the morning you know you won't remember any of what happened at the party where you made a complete fool of yourself.

.30% and up #46

You have just passed out XXXXXXXXXXXXXXXXXXXXXXXX After drinking an amount of alcohol which might kill you make the mistake of trying to leave the party in a car with a friend who was driving drunk. You side-swiped a parked car on the way. You are in the hospital with a concussion and a broken arm; you don't know yet about your friend.

.30% and up #47

You have just passed out XXXXXXXXXXXXXXXXXXXXXXX You had just decided to leave the party when you blacked out on the stairs on the way out and fell down one whole flight. A neighbor called an ambulance, and you are now lying in bed out cold with a sprained ankle. The doctor doesn't know how you even lived because of all you drank.

.30% and up #48

You have just passed out XXXXXXXXXXXXXXXXXXXXXXXX You not only blacked out alone in the bathroom, you went into a coma. Only your weak breathing and your heartbeat told the friend who found you that you were still alive. You might very well have died if your friend had not taken you to a hospital right away.

5 Steps to Clean hands

USE HOT RUNNING WATER. LET IT GET AS HOT AS YOUR HANDS CAN TAKE BECAUSE HOT WATER REMOVES ANY GREASY FILM FROM HANDS.

WHEN HANDS ARE WET, WORK UP A GOOD LATHER WITH A MILD, ANTI-BACTERIAL SOAP LIKE DIAL AND RUB HANDS TOGETHER.

SCRUB THE HANDS WITH A BRUSH WHENEVER POSSIBLE. PAY SPECIAL ATTENTION TO NAILS AND BETWEEN FINGERS WHERE GERMS TEND TO LIE.

RINSE HANDS THOROUGHLY UNDER RUNNING WATER WITH FINGERS POINTED DOWN. WASH DIRT DOWN THE DRAIN.

DRY HANDS COMPLETELY TO PREVENT CHAPPING. CLEAN HANDS ARE THE FIRST STEP TO OVERALL CLEANLINESS AND GOOD HEALTH.

PERSONAL HEALTH RECORD

Student ______________________ Teacher ______________________ School ___________ Grade ___________

History of Past and Current Illnesses
(Give year diagnosed)

Diabetes ---------------------------------19___
Rheumatic Fever --------------------------19___
Any heart damage? Yes___ No___
Red Measles (regular) --------------------19___
German Measles (rubella, 3 day) ---------19___
Scarlet Fever ----------------------------19___
Mumps ------------------------------------19___
Chicken Pox ------------------------------19___
Allergies ___ What type? ____________________

Repeated ear infections ---------------------- 19___
Repeated tonsilitis -------------------------- 19___
Tonsils removed ------------------------------ 19___
Handicaps (orthopedic, heart, hearing vision, etc.) --------------------- 19___
____
Other diseases or operations, (please describe) _____
____
____

IMMUNIZATIONS AND TESTS

Small Pox Vaccination, First -----------19___ --------Small Pox Booster ------------------------------ 19___
D.P.T. (Baby shots) ---------------------19___ --------D.P.T. or (D.T.) Booster ---------------------- 19___
Polio Vaccine ---------------------------19___ --------Polio Booster ---------------------------------- 19___
Red Measles Vaccine----------------------19___
Rubella Vaccine -------------------------19___
Mumps Vaccine----------------------------19___
T.B. Skin Test --------------------------19___ --------Result: ______________________________

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People in Community That Help Make the Community Healthy

A. Sanitation workers

B. Gas Company workers

C. Engineers

D. Doctors

E. Dentists

F. Nurses

G. Grocers

H. Bakers

I. Butchers

J. Health Officers

K. Children

L. Parents

M. Others

Undesirable Pollutants

Domestic Wastes: human wastes, detergents, household greases.

Industrial and Commercial Wastes: grit chemicals, alkalies, dyes, lubricants, metals.

Agricultural Wastes: silt, nitrates, fertilizers, pesticides, insecticides, herbicides, animal waste

Visible Characteristics of Polluted Water

Scum on top, odor, floating and submerged trash, gas bubbles, types of life in bottom.

HOW AM I DOING?

This is what I ate . . . It belongs to . . .

	Meat Group	Milk Group	Fruit & Veg.	Bread & Cereals

In the morning:

____

____

Around noon:

____

____

In the afternoon:

____

____

At suppertime:

____

____

In the evening:

____

____

This is how many servings I had from each food group during the day. ____________________

This is how many I should have. ____________________ 452

NOW ANSWER THE QUESTION AT THE TOP OF THE PAGE, "HOW AM I DOING?"

WHAT'S MISSING?

Which foods would you add to make each of these meals complete?

BREAKFAST

Peanut Butter Sandwich

Glass of Orange Juice

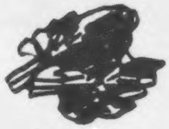
LUNCH

Rice

Tortilla

Beans

SUPPER


Greens

Glass of Milk

Chicken

SNACKS

KEEP SCORE

	Meat Group	Milk Group	Fruit & Veg.	Bread & Cereals
How many servings should you have of each food group every day?				
How many servings of each food group are shown in the above pictures?				
How many more servings of each food group do you need every day?				

Name ______________________ Grade ______________ Room ____________

BREAKFAST	BREAKFAST	BREAKFAST
LUNCH	LUNCH	LUNCH
SUPPER	SUPPER	SUPPER
SNACKS	SNACKS	SNACKS

Milk/Dairy	______	Milk/Dairy	______	Milk/Dairy	______
Meat/Fish	______	Meat/Fish	______	Meat/Fish	______
Fruit/Vegetable	______	Fruit/Vegetable	______	Fruit/Vegetable	______
Bread/Cereal	______	Bread/Cereal	______	Bread/Cereal	______
Sugar Snacks	______	Sugar Snacks	______	Sugar Snacks	______

FOOD NUTRIENTS-THEIR FUNCTIONS AND SOURCES

NUTRIENT	FUNCTION	SOURCES
Carbohydrates	Furnish energy Help body to use other nutrients	Starch sources are: corn, potatoes, lima beans, bread, cereal grains, pastas. Sugar sources are: jams, jellies, preserves, selected fruits.
Fats	Most concentrated form of energy. Aid in absorption of calcium. Supply essential fatty acids needed for healthy skin. Helps delay hunger feelings. Some fats carry vitamins A, D, E, and K.	Oil, shortening, butter, margarine, bacon, visible fat on meat, chocolate, baked goods, nuts, poultry, fish, eggs, salad dressings, dairy products.
Proteins (Two kinds of protein, Complete and Incomplete.)	Build and repair all body tissues, skin, bone, hair, blood, muscle, etc. Help antibodies fight infection. Forms part of hormones and enzymes which regulate body functions, such as digestion and growth. May be used to furnish energy - (calories).	Complete Protein-Animal Origin. Contain all of necessary amino acids vital to life. Examples are meat, fish, poultry, eggs. Incomplete proteins are from vegetable origin. They lack some of the essential amino acids vital to life. Sources are dried beans, peas, and other legumes.
Vitamins Vitamin A	Needed for normal vision. Protects against nightblindness - (inability to see in dim light). Makes healthy outer layer of skin. Aids in development of teeth. Promotes growth and development. Aids in resistance to infection.	Vitamin A occurs in foods of animal origin only, such as whole milk, butter, eggs, liver, kidney; however, carotene, which is the yellow substance found in food which body can convert into Vitamin A and it is found in vegetable origin such as kale, spinach, collards, carrots, apricots, yellow peaches, and cantaloupe.

FOOD NUTRIENTS-THEIR FUNCTIONS AND SOURCES
continued

NUTRIENT	FUNCTION	SOURCES
Vitamin B 1 or Thiamin	Promotes normal appetite and digestion. Needed for healthy nervous system. Needed by certain enzymes which help change food into energy.	Liver, lean pork, dried beans and peas, whole wheat, wheat germ, enriched breads and cereals.
Vitamin B2 or Riboflavin or also called Vitamin G in some publications.	Aids cells to use oxygen. Keeps inside of mouth, tongue, and lips healthy. Helps prevent scaling or cracking of skin around mouth and nose. Aids maintenance of good vision. Needed for smooth skin. Needed by certain enzymes which change food into energy.	Milk and milk products like cheese; liver, heart, kidney, eggs, meats, whole-grain and enriched cereals and bread, green leafy vegetables.
Niacin	Promotes normal appetite and digestion. Necessary for healthy nervous system. Aids certain enzymes in changing food into energy.	Peanuts, beans, peas, liver meat, fish poultry, green vegetables, whole-grain cereals (except corn) and breads, enriched bread and cereal.
Vitamin C or Ascorbic Acid	Prevents infection	Citrus fruits and juices (orange, tangerine, grapefruit), bright green leafy vegetables such as spinach, broccoli, turnip greens; strawberries, tomatoes, cauliflower, cabbage, melons and potatoes.
Vitamin D - also called the "Sunshine Vitamin".	Prevents rickets Builds strong bones Helps absorb calcium and phosphorus	Vitamin D Fortified Milk, Fish liver oil, liver, egg yolks.
Vitamin E	Aids in reproduction	Fruits, vegetables, milk, meat, eggs, whole-grain cereals.
Vitamin K	Aids in clotting of blood	Green leafy vegetables such as kale and collards.
Minerals Calcium	Builds strong bones and teeth, helps blood clot, also helps muscles and nerves to react normally.	Milk and milk products like cheese; green leafy vegetables such as turnip, spinach, mustard greens; sardines and shellfish.

FOOD NUTRIENTS-THEIR FUNCTIONS AND SOURCES
continued

NUTRIENT	FUNCTION	SOURCES
Minerals (cont.)		
Phosphorus	Called twin mineral of calcium. Function same as calcium.	Meat, fish, poultry, dried peas and beans; milk and milk products; egg yolks, whole grain bread and cereal.
Iron	Combines with protein to make hemoglobin, the red substance in the blood that carries oxygen from lung to cells, myoglobin, which stores oxygen in muscles. Needed to prevent iron deficiency anemia.	Leafy dark green vegetables, liver and other red meats, shellfish, egg yolk, dried peas and beans, dried prunes, raisins and apricots, molasses, whole grain and enriched bread and cereal.
Iodine	Needed for proper functioning of the thyroid gland. Prevents certain forms of goiter.	Seafoods Iodized table salt
Water		
Most important food constituent as it transports other nutrients throughout the body.	Transports other nutrients to every cell in the body. Necessary for maintaining internal environment.	Body needs 4-6 glasses of water daily.

FACTS FROM FDA
CURRENT AND USEFUL INFORMATION FROM THE FOOD AND DRUG ADMINISTRATION

NUTRITION LABELS AND U.S. RDA

U.S.RDA is one set of initials which should become familiar to every consumer interested in nutrition and good health.

U.S.RDA stands for "United States Recommended Daily Allowances." These are the amounts of vitamins, minerals, and other nutrients from food that a person should eat every day to stay healthy.

The U.S.RDA system has been developed by the Food and Drug Administration in its nutrition labeling and dietary supplement programs. If you use nutrition information to plan more nutritious meals for your family and to get more for your food dollar, then you should understand what the U.S.RDA is.

What are U.S.RDA's?

U.S.RDA's are selected from tables of Recommended Dietary Allowances published by the Food and Nutrition Board of the National Academy of Sciences-National Research Council.

The U.S.RDA's represent the amounts of nutrients needed every day by healthy people, plus an excess of 30 to 50 percent to allow for individual variations. Thus, many adults need only two-thirds to three-fourths of the U.S.RDA for several nutrients, and children only about half.

The U.S.RDA's replace the Minimum Daily Requirements (MDR's) which were previously used on the labels of vitamin and mineral supplements, breakfast cereals and some special foods. Unlike the "allowances" the MDR's represent the minimum amount needed to maintain health.

Actually there are three U.S.RDA's. The best known, and the one that will be used on most nutrition information panels and on most vitamin-mineral supplements, is for adults and children over 4.

The second one is for infants and children under 4. It will be used on baby foods and on vitamin-mineral supplements for infants and small children. The third is for pregnant women or women who are nursing their babies.

Nutrition Information

Nutrition labeling is a new program developed by the Food and Drug Administration and the food industry to provide consumers with nutrition information on most foods. Within the next few years an increasing number of foods will have nutrition information on the label.

Facts from FDA Continued:

At the top, the nutrition labeling panel is identified as "NUTRITION INFORMATION." All nutrient information listed on the panel is on the basis of a serving. The label tells the size of a serving and number of servings in the container. Immediately below are listed the number of calories and the amounts of protein, carbohydrates, and fat in a serving.

The lower part of the nutrition label gives the percentages of the U.S.RDA of protein and seven vitamins and minerals in a serving of the product. A label may say for example:

Percentage of U.S. Recommended Daily Allowances
(U.S.RDA)

Protein	30
Vitamin A	35
Vitamin C	10
Thiamine	15
Riboflavin	15
Niacin	25
Calcium	2
Iron	25

This means that one serving of that food contains 30 percent of the U.S. Recommended Daily Allowance for protein, 35 percent of the U.S.RDA for vitamin A, 10 percent of the U.S.RDA for vitamin C, and so on.

Some labels will list other vitamins and minerals as well as polyunsaturated and saturated fats, cholesterol, and sodium.

Using Nutrition Information

Nutrition information panels provide an easy way for consumers to learn about the nutritional value of food. You can, for example, compare the labels of different types of foods to determine which nutrients are commonly found in them, and which foods are particularly good sources of certain vitamins and minerals.

By comparing different kinds of foods, consumers can learn which foods contribute substantial amounts of nutrients and which ones contain fewer nutrients. In addition, newly introduced foods can be compared with familiar ones to learn whether they are good nutritional buys.

A consumer who uses nutrition information regularly will be a wise shopper. Eating a variety of foods every day and using the nutrition information will assure consumers that they are getting the nutrients they need for a well-balanced, healthful diet.

Vitamin-Mineral Supplements

The labels of dietary supplements also list the quantities of vitamins and minerals they contain as percentages of the U.S.RDA. However, the order in which they will be listed is slightly different from the nutrition labels on foods, because the vitamin panels do not have the "Standard Format" required of foods. No dietary supplements will give you more than 150 percent of the U.S.RDA for any nutrient; larger quantities will be sold as drugs. (These tables list the U.S.RDA's for vitamins and minerals in the order in which they appear on nutrition labels 'Table I' and in the order in which they appear on vitamin-mineral supplements 'Table II.'

TABLE I U.S. Recommended Daily Allowances (U.S.RDA) (for use in nutrition labeling of foods, including foods that also are vitamin and mineral supplements).

	Adults and Children Over 4 years	Infants and Children under 4 years of age
Protein	65 g	28 g
Vitamin A	5,000 IU	2,500 IU
Vitamin C	60 mg	40 mg
Thiamine	1.5 mg	0.7 mg
Riboflavin	1.7 mg	0.8 mg
Niacin	20 mg	9.0 mg
Calcium	1.0 g	0.8 g
Iron	18 mg	10 mg
Vitamin D	400 IU	400 IU
Vitamin E	30 IU	10 IU
Vitamin B6	2.0 mg	0.7 mg
Folacin	0.4 mg	0.2 mg
Vitamin B 12	6 mcg	3 mcg
Phosphorus	1.0 g	0.8 g
Iodine	150 mcg	70 mcg
Magnesium	400 mg	200 mg
Zinc	15 mg	8.0 mg
Copper	2 mg	1.0 mg
Biotin	0.3 mg	0.15 mg
Pantothenic Acid	10 mg	5 mg

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*If protein efficiency ratio of protein is equal to or better than that of casein, U.S.RDA is 45 g for adults and 20 g for infants.

TABLE II U.S. Recommended Daily Allowances (U.S.RDA) (for labeling vitamin and mineral supplements)

Vitamins and Minerals	Unit of Measurement	Adults and Children 4 or More Years of Age	Infants and Children Under 4 Years of Age	Pregnant or Lactating Women
Vitamin A	International Units	5,000	2,500	8,000
Vitamin D	"	400[a]	400	400
Vitamin E	"	30	10	30
Vitamin C	Milligrams	60	40	60
Folic Acid	"	0.4	0.2	0.8
Thiamine	"	1.5	0.7	1.7
Riboflavin	"	1.7	0.8	2.0
Niacin	"	20	9.0	20
Vitamin B6	"	2.0	0.7	2.5
Vitamin B12	Micrograms	6	3	8
Biotin	Milligrams	0.3	0.15	0.3
Pantothenic Acid	"	10	5.0	10
Calcium	Grams	1.0	0.8	1.3
Phosphorus	"	1.0	0.8	1.3
Iodine	Micrograms	150	70	150
Iron	Milligrams	18	10	18
Magnesium	"	400	200	450
Copper	"	2.0	1.0	2.0
Zinc	"	15	8.0	15

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[a] Presence optional for adults and children 4 or more years of age in vitamin and mineral supplements.

THE TYPE A LUNCH PATTERN . . .

The nutritional goal for school lunches is to furnish at least one-third of the Recommended Daily Dietary Allowances of the National Research Council for children of various age groups. The Type A lunch requirements provide the framework for nutritionally adequate school lunches. The kinds and amounts of foods listed in the Type A lunch pattern are based on the 1968 Recommended Daily Dietary Allowances for 10- to 12-year old boys and girls.

As specified in the National School Lunch Regulations, a Type A lunch shall contain as a minimum each of the following food components in the amounts indicated:

Meat and Meat Alternate

Two ounces (edible portion as served) of lean meat, poultry or fish; or two ounces of cheese; or one egg; or one-half cup of cooked dry beans or dry peas; or four tablespoons of peanut butter; or an equivalent of any combination of the above-listed foods. To be counted in meeting this requirement, these foods must be served in a main dish or in a main dish and one other menu item.

Vegetables and Fruits

Three-fourths cup serving consisting of two or more vegetables or fruits or both. A serving (1/4 cup or more) of full-strength vegetable or fruit juice may be counted to meet not more than 1/4 cup of this requirement.

Bread

One slice of whole-grain or enriched bread; or a serving of other bread such as cornbread, biscuits rolls, muffins, made of whole-grain or enriched meal or flour.

Fluid Milk

One-half pint of fluid milk as a beverage.

Add other foods not part of the lunch requirements as needed to complete lunches, to help improve acceptability and to provide additional food energy and other nutrients.

To help assure that all Type A lunches meet the nutritional goal, it is recommended that lunches include:

. . . a VITAMIN A vegetable or fruit at least twice a week. 476
. . . a VITAMIN C vegetable or fruit several times a week.
. . . several foods for IRON each day.

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Type A Lunch Pattern - continued

It is also recommended that:

. . . Fat in the Type A lunch be kept at a moderate level.
. . . Iodized Salt be used in preparing lunches.

When a variety of foods listed above is used in the amounts specified and in combination with other foods needed to satisfy the appetite, the lunches will make a significant contribution toward the daily dietary allowances recommended by the National Research Council for 10-to 12-year old boys and girls.

AVERAGE CALORIE NEEDS FOR NORMAL INDIVIDUALS

	Average Weight	To Get Calories Needed Multiply by	Average Calories
Child, 1-3 yrs.	28 pounds	46	1,300
Child, 4-6 yrs.	44 pounds	41	1,800
Child, 7-10 yrs.	66 pounds	36	2,400
Male, 11-14 yrs.	97 pounds	29	2,800
Male, 15-18 yrs.	134 pounds	22 1/2	3,000
Male, 19-22 yrs.	147 pounds	20 1/2	3,000
Male, 23-50 yrs.	154 pounds	17 1/2	2,700
Male, over 50 yrs.	154 pounds	15 1/2	2,400
Female, 11-14 yrs.	97 pounds	25	2,400
Female, 14-18 yrs.	119 pounds	18	2,100
Female, 19-22 yrs.	128 pounds	16 1/2	2,100
Female, 23-50 yrs	128 pounds	15 1/2	2,000
Female, Over 50 yrs.	128 pounds	14	1,800

Note: For approximate conversion to metric measures, (Kg. and Joules), multiply the "Calories Needed" multiplier by 2.2 and divide the "Average Weight" numbers by 2.2.

How many calories do you need each day?

The above chart shows how to calculate calorie needs for the whole family. Simply multiply the weight in pounds by the calorie guide number. An average weight and calorie need are also shown for each group. But do remember that, especially for children, the latter figures are averages; ideal weight and food intake varies among individuals.

-ORDER FORM-

Idaho Department of Health & Welfare - Dental Health Education Materials

Pamphlets and films are available at no cost from the Dental Health Section, Idaho Department of Health and Welfare, Statehouse, Boise, Idaho 83720 (384-2127).

To ensure the continued availability of these dental education materials, please limit pamphlet orders to 200 or less and reserve films well in advance of proposed dates.

Requested by:
name ______________________________
street ______________________________
city ______________________________

FILMS

Dates
_____ Anatomy of a Toothache (up el-ad) 6 min.
_____ Care of Children's Teeth (hs-ad) 4 1/2 min.
_____ Doorway to Dental Health (jh-ad) 15 min.
_____ Duncan the Dragon Slide Series (K-3)
_____ Flossing and Brushing (all ages) 8 min.
_____ Fluoridation (sh-ad) 3 min.
_____ The Fluoridation Story (sh-ad) 3 min.
_____ The Haunted Mouth (el-ad) 13 min.
_____ Michael Gets a Letter (filmstrip & record, K-2)
_____ Michael Likes Good Food " " " "
_____ The Munchers: A Fable (el) 15 min.
_____ Pedro and the Dentist (filmstrip & record, K-2)
_____ Preventive Dentistry Slide Series (up el-ad)
_____ Putting It Straight (jh-ad) 14 min.
_____ Showdown at Sweetrock Gulch (el-jh) 13 min.
_____ Teeth are Good Things to Have (up el-ad) 13 min.
_____ The Truth About Fluoridation (sh-ad) 15 min.
_____ Who Are You Kidding? (up el-ad) 4 1/2 min.
_____ Why Clean Your Teeth? (up el-ad) 17 min.
_____ Why Fluoridation? (jh-ad) 15 min.

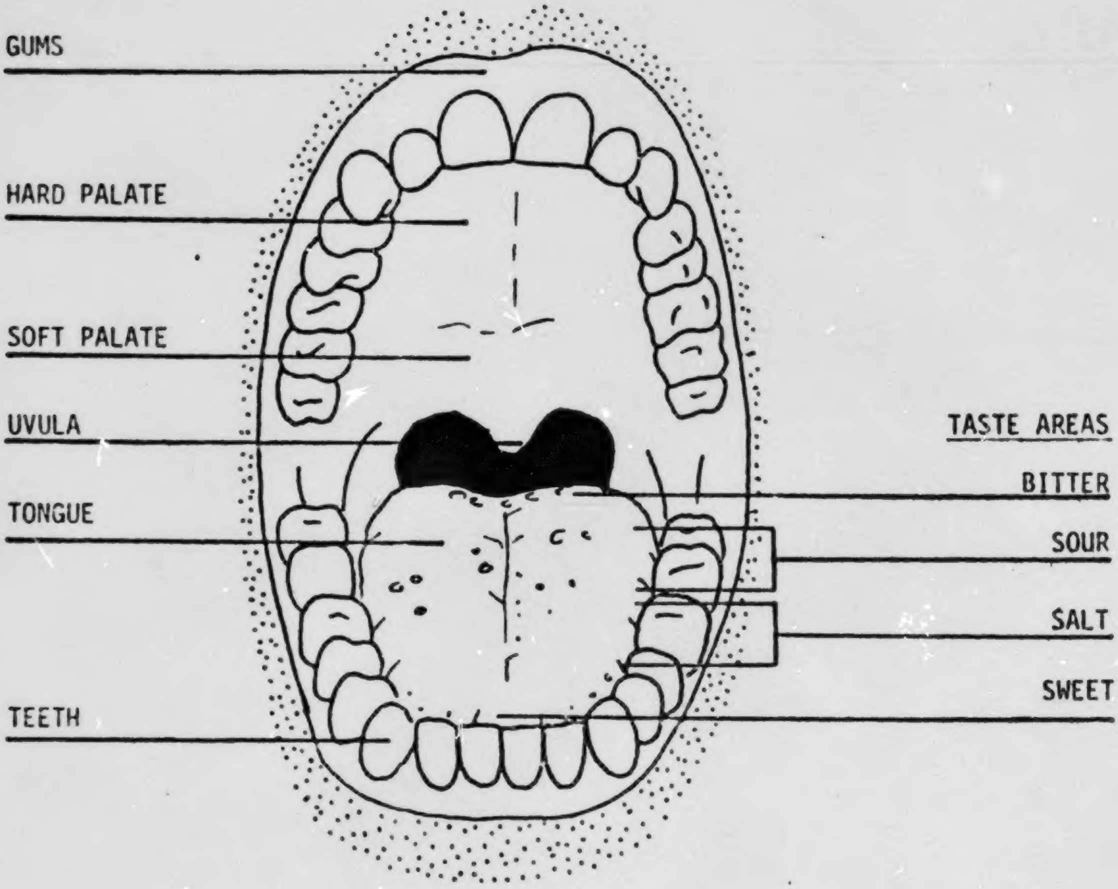
PAMPHLETS

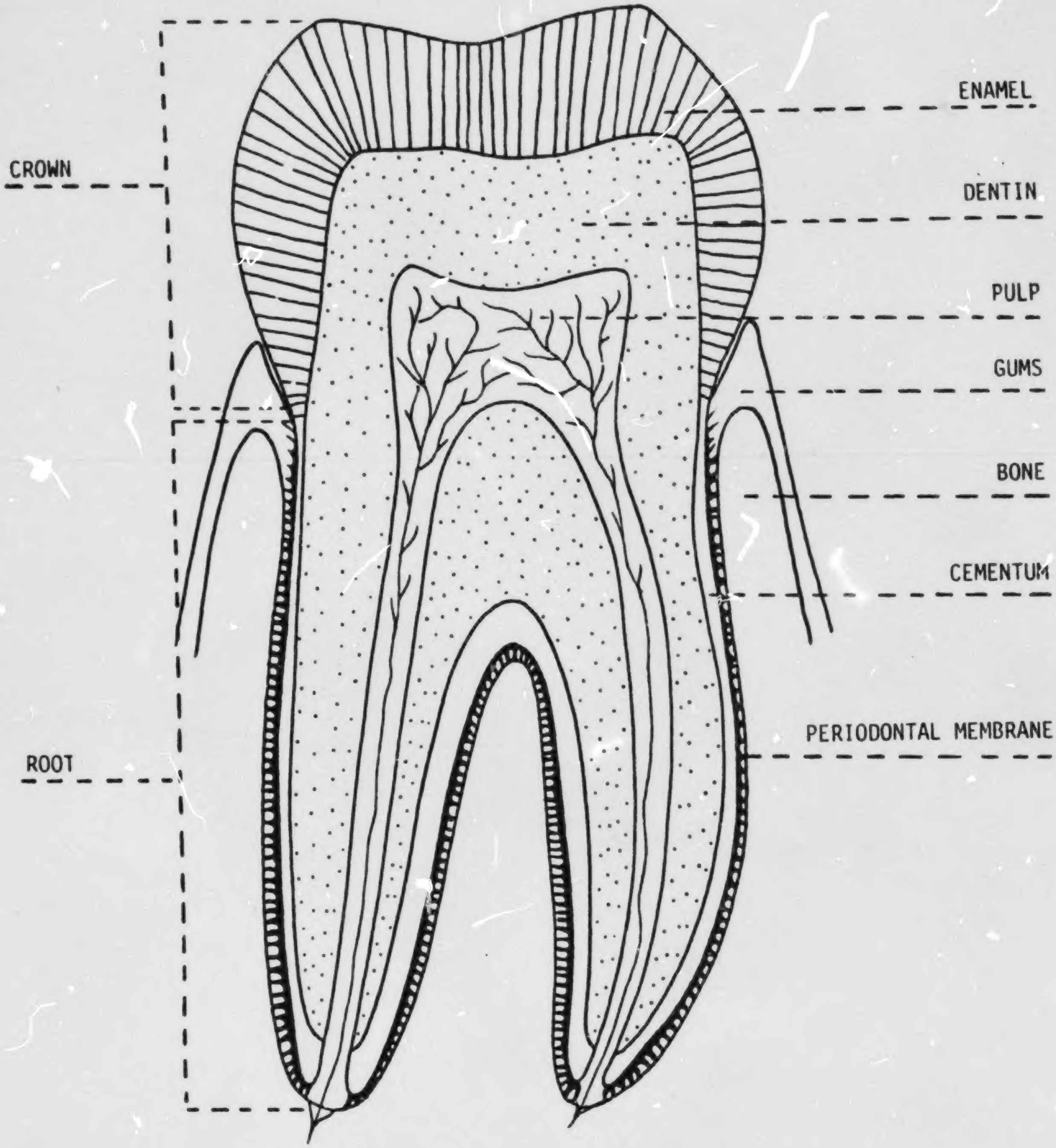
Quant.
_____ A Chalk Talk on Dental Facts
_____ Cleaning Your Teeth and Gums (Spanish)
_____ Dental Flossophy
_____ Dental Flossophy (Spanish)
_____ Happiness is a Healthy Mouth (limit 25)
_____ Diet and Dental Health (limit 5)
_____ Good Snacks Help Protect Teeth
_____ Good Snacks Help Protect Teeth (Spanish)
_____ How Much Sugar is There In . . .?
_____ Lets Plan Snacks for Tots
_____ Fluoridation - Nature's Way to Prevent Dental Decay
_____ Nursing Bottle Mouth (limit 10)
_____ The First Permanent Molar
_____ Your Child's First Visit to the Dentist
_____ Between 13 and 18?
_____ Your Child's Teeth (limit 1)
_____ Orthodontics: Questions and Answers (limit 10)
_____ Your Guide to Oral Health
_____ You and Your Teeth (limit 10)
_____ Smoking and Oral Cancer
_____ Your New Dentures
_____ Removable Partial Dentures
_____ Don't Do It Yourself (dentures)
_____ How to Become a Wise Dental Consumer
_____ Dentistry - A Changing Profession
_____ Dental Hygiene Career Pamphlets

POSTERS

_____ ADA National Children's Dental Health Week
_____ Splurge! (frayed tooth brushes)
_____ Attack Plaque
_____ We can't Bear Dirty Teeth (class brushing record)

PARTS OF THE MOUTH





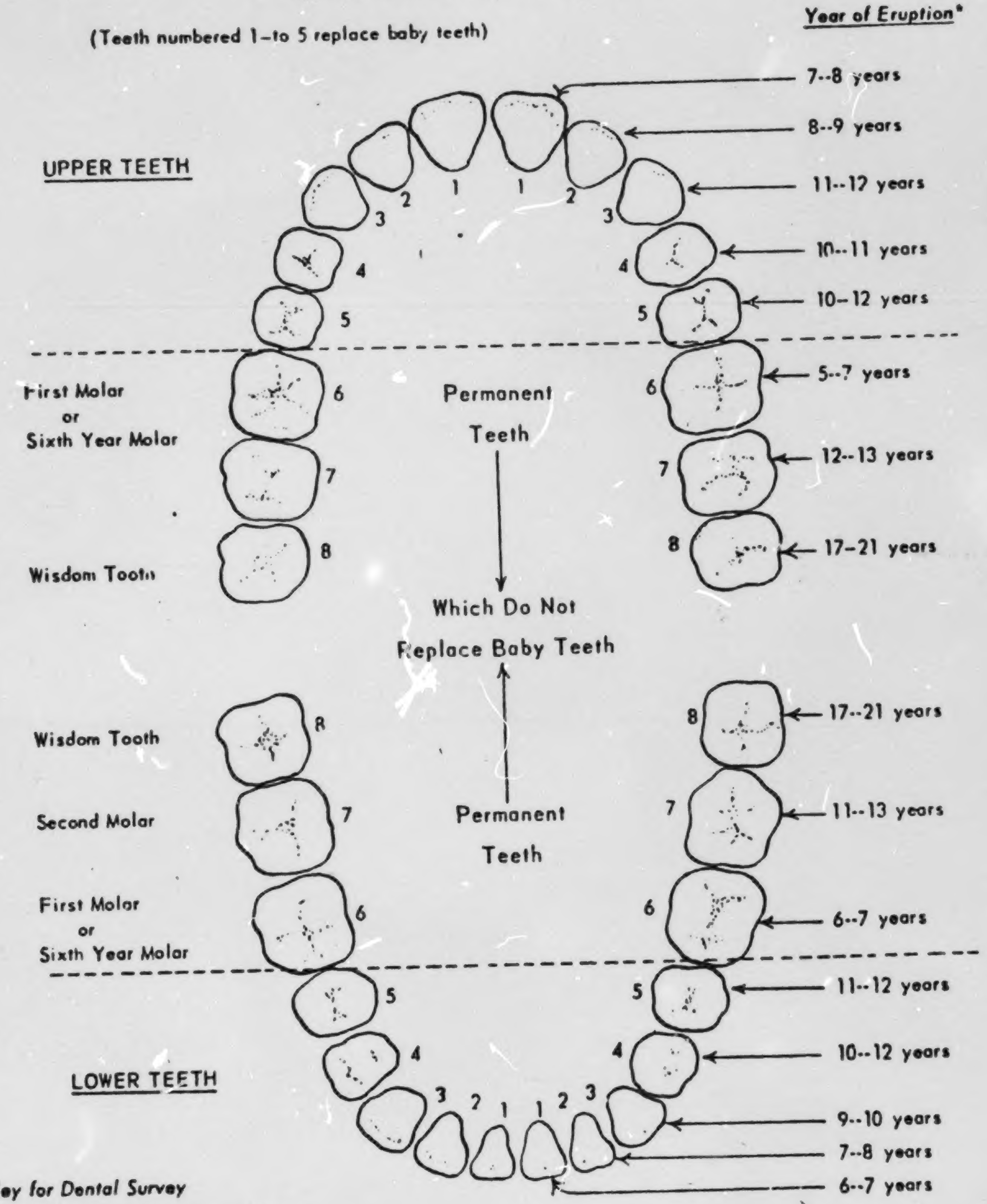
CROSS-SECTION OF A TOOTH AND ITS SUPPORTING STRUCTURES

MY DENTAL SURVEY

Name ______________________ Age ________ Grade ________ Date ____________

Age Schedule for Permanent Teeth

(Teeth numbered 1–to 5 replace baby teeth)

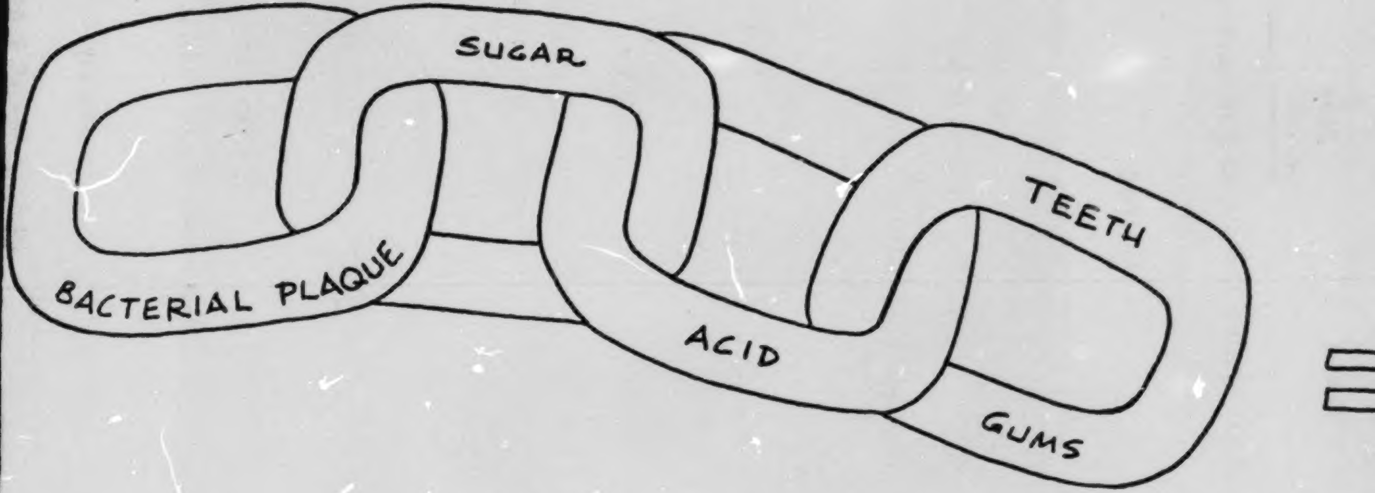


Key for Dental Survey

Mark "F" on teeth that are filled.
Mark "C" on teeth with cavities you can see.
Mark "X" on teeth that probably need to be extracted.
Color teeth *black* that have been lost and not replaced by another tooth.
Color baby teeth *light blue*.
Color permanent teeth *yellow*.

*Year that teeth come in.

CHAIN OF DENTAL DISEASE



TOOTH DECAY

GUM DISEASE

Choose the correct answer and write it in the blank.

1. Plaque is a sticky film of ______________ that forms on the teeth.

bacteria   fungi   mold

2. Plaque causes tooth decay and ______________________________.

gum disease   cold sores   dentifrice

3. Periodontal disease is an infection of the ____________________.

cementum   gums   tongue

4. If plaque is left on the teeth it hardens into ____________________ and can only be removed by the dentist or dental hygienist.

calculus   enamel   amalgam

5. It is best to use a ______________________ toothbrush to clean your teeth and gums.

hard   medium   soft-bristle

6. __________________ should be used daily to clean plaque from between the teeth.

toothpicks   dental floss   crisp foods

7. If your gums bleed when you brush them, they are ________________________.

healthy   unhealthy

8. Cake, cookies and candy are harmful to the teeth because they contain large amounts of ________________.

acid   sugar   flour

9. ____________________ helps protect the teeth against decay by making them hard.

chlorine   tartar   fluoride

10. Circle the correct brushing method: up and down   careful wiggle   scrub

#1 Lesson I

STAY CALM!

#2 Lesson I

KEEP THE VICTIM CALM!

#3 Lesson I

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CHECK:

Bleeding

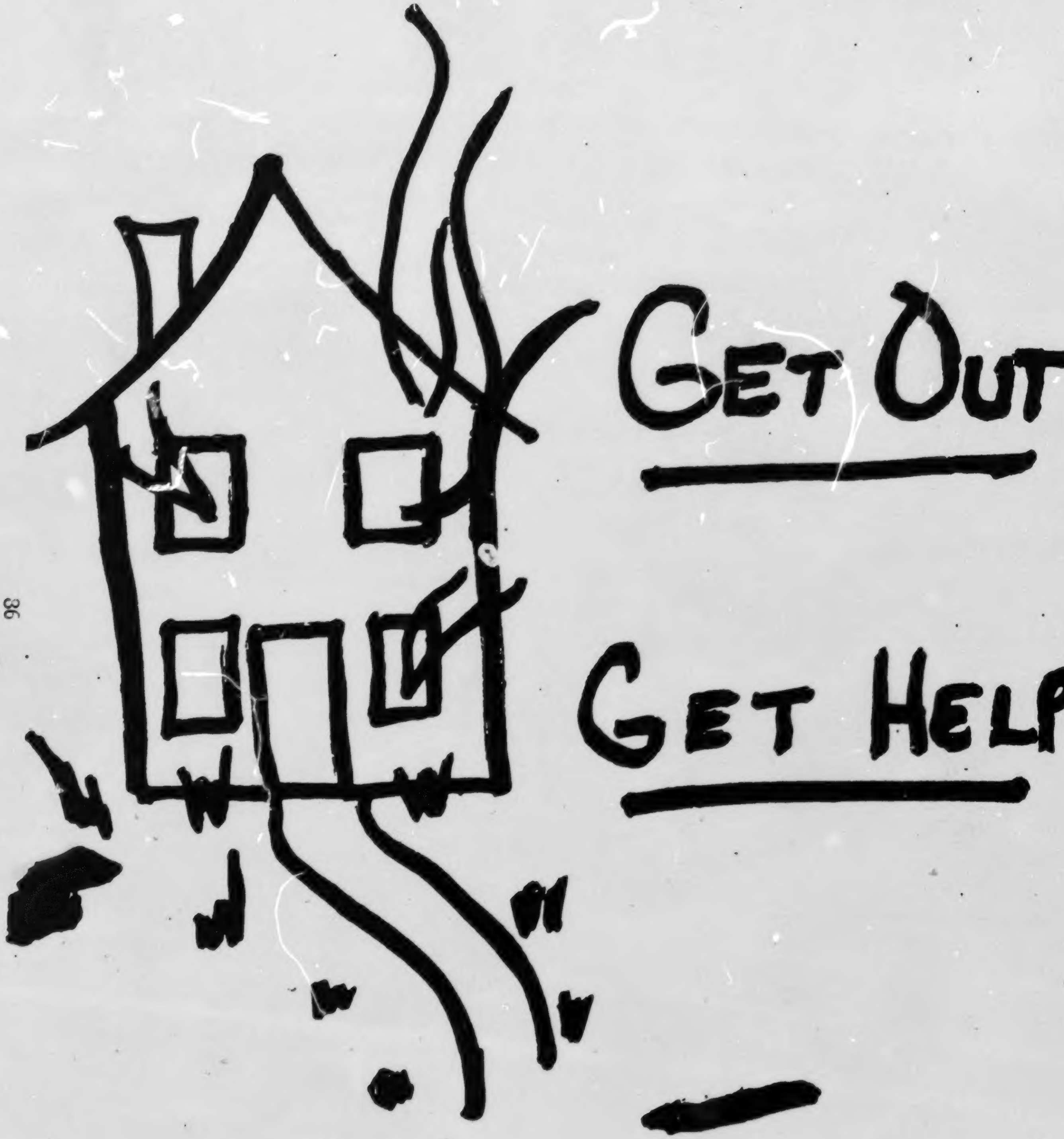
Breathing

AND THEN:

#4 Lesson I

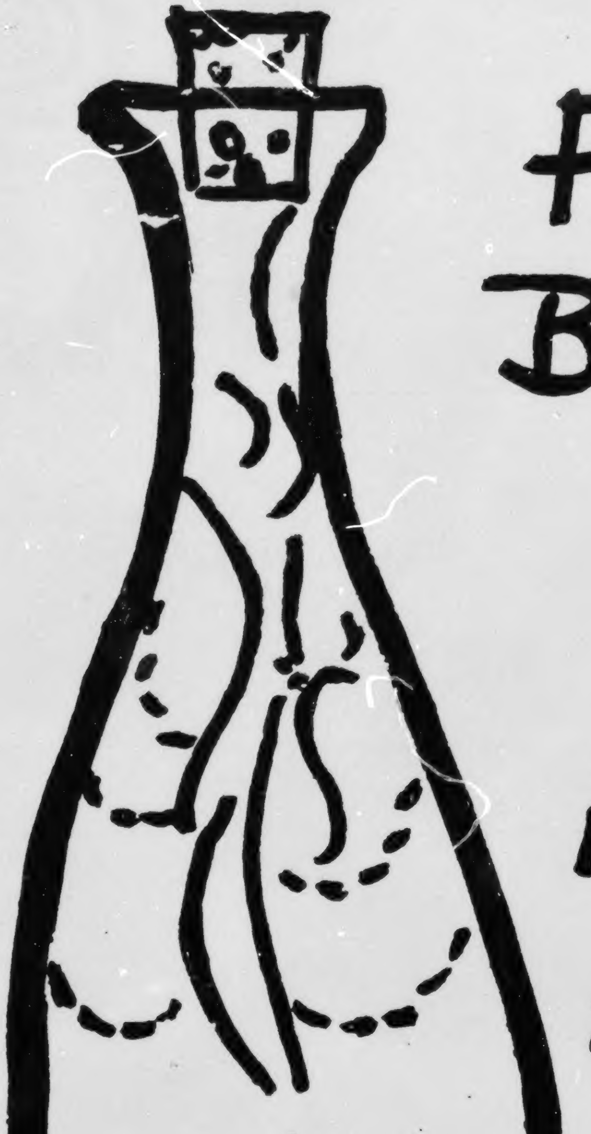
DIAL "O"

1. SAY: "THIS IS AN EMERGENCY CALL
2. EXPLAIN
3. GIVE NAME AND ADDRESS
4. DON'T HANG UP !



#6 Lesson II

PLAN YOUR ESCAPE NOW!

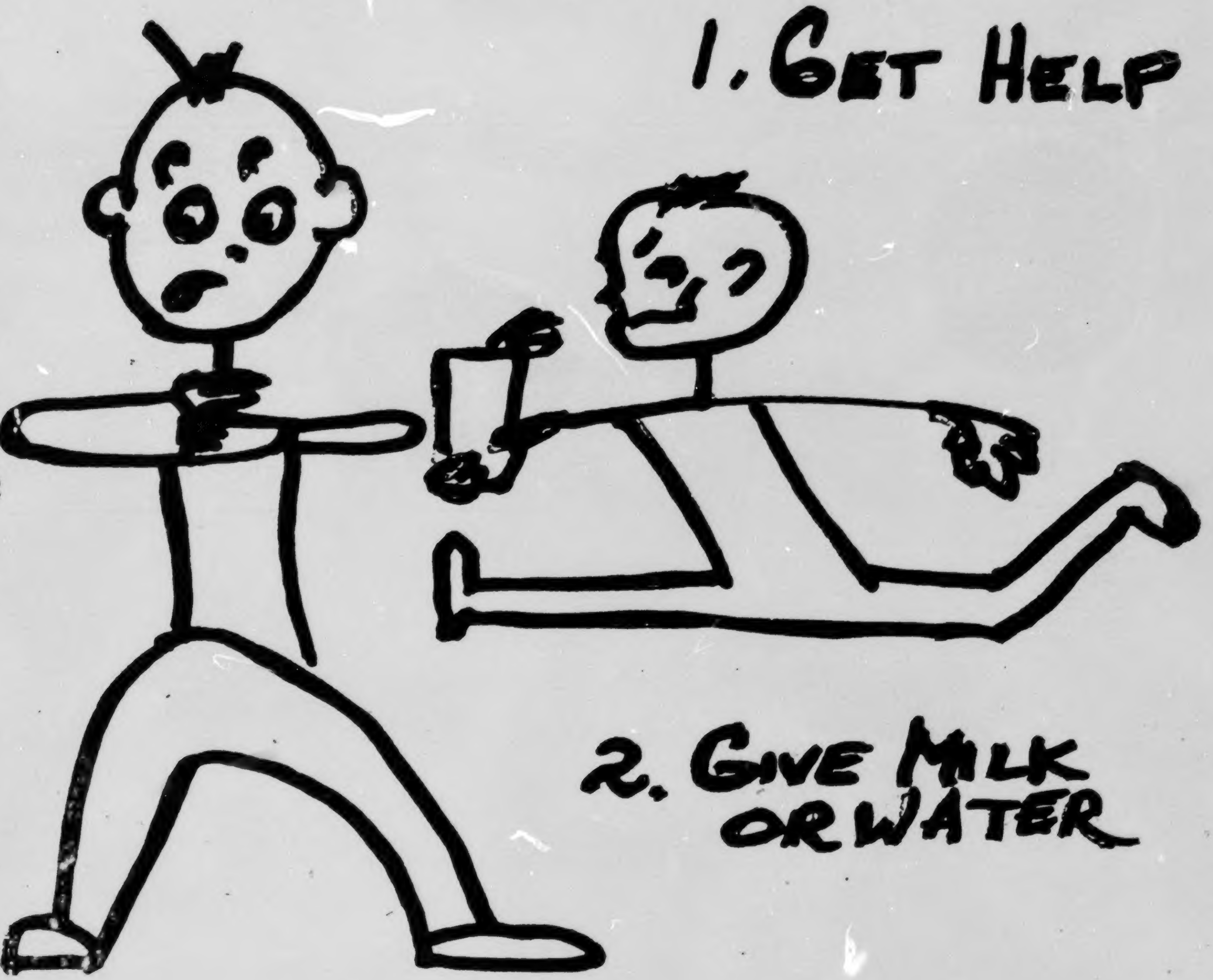


FIRE CAN'T BURN WITHOUT AIR

1. Small Fires
2. Clothing

#8 Lesson II

POISONING



1. GET HELP

2. GIVE MILK OR WATER

3. SAVE LABEL ON CONTAINER.

#9 Lesson III

CHOKING

1. KEEP VICTIM CALM
2. ALLOW HIM TO COUGH

THEN:

#10-A Lesson III

If victim is unable to breathe

1. Place Head Below Hips
2. Pound on Back Between Shoulders

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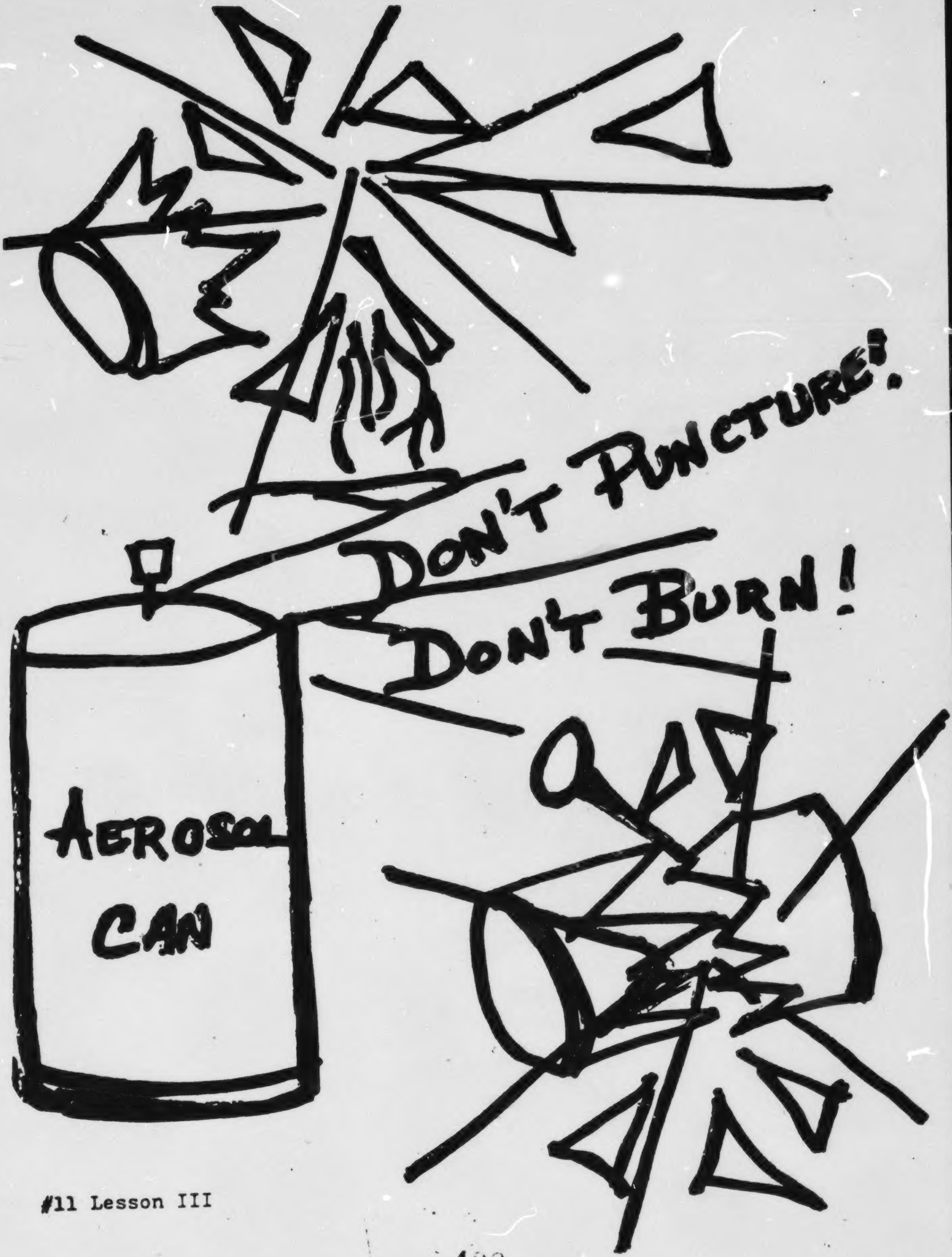
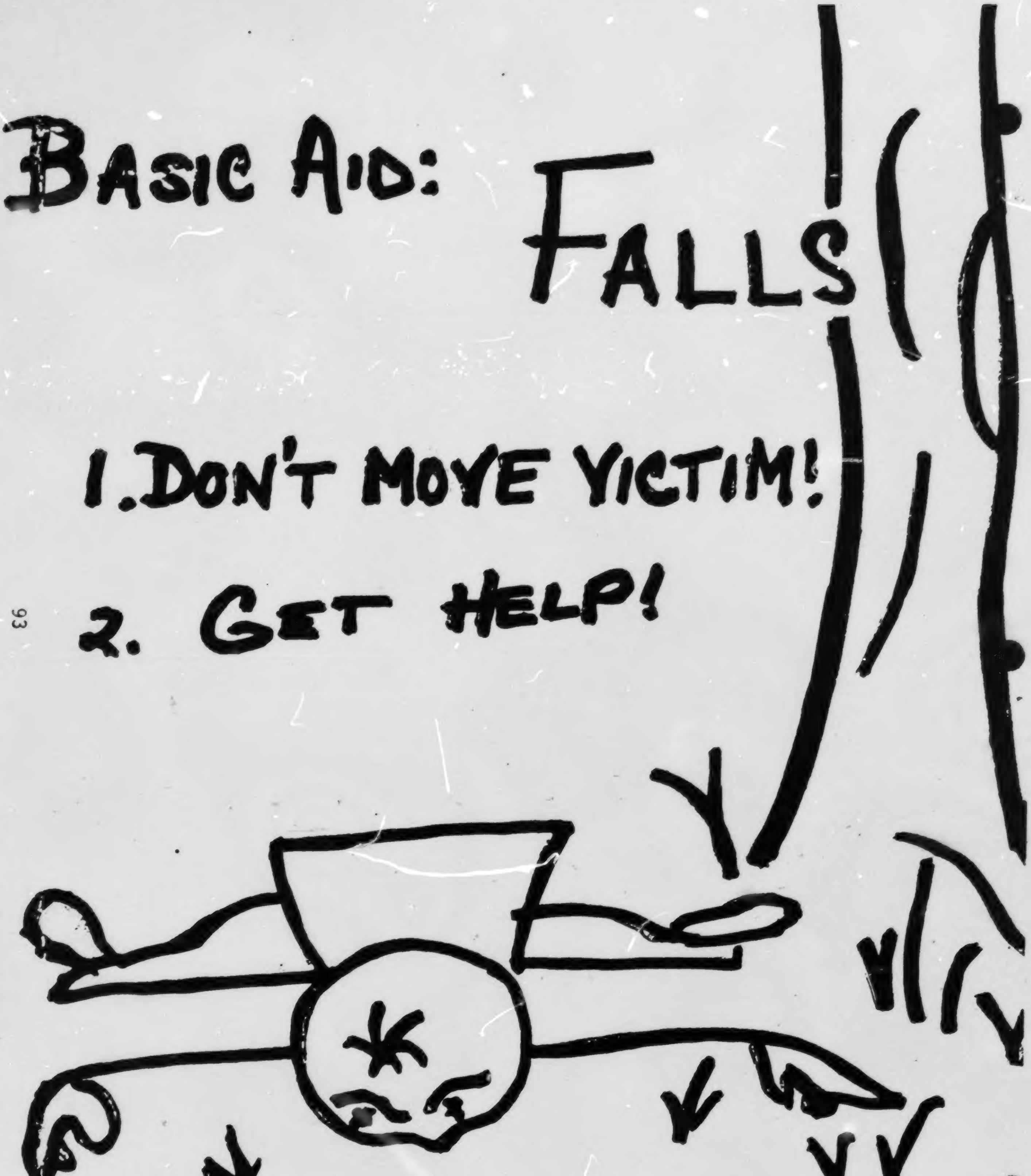
#10-B Lesson III


DON'T PUNCTURE!
DON'T BURN!
AEROSOL
CAN

#11 Lesson III

BASIC AID: FALLS

1. DON'T MOVE VICTIM!
2. GET HELP!



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Wounds

Small: wash, apply dressing

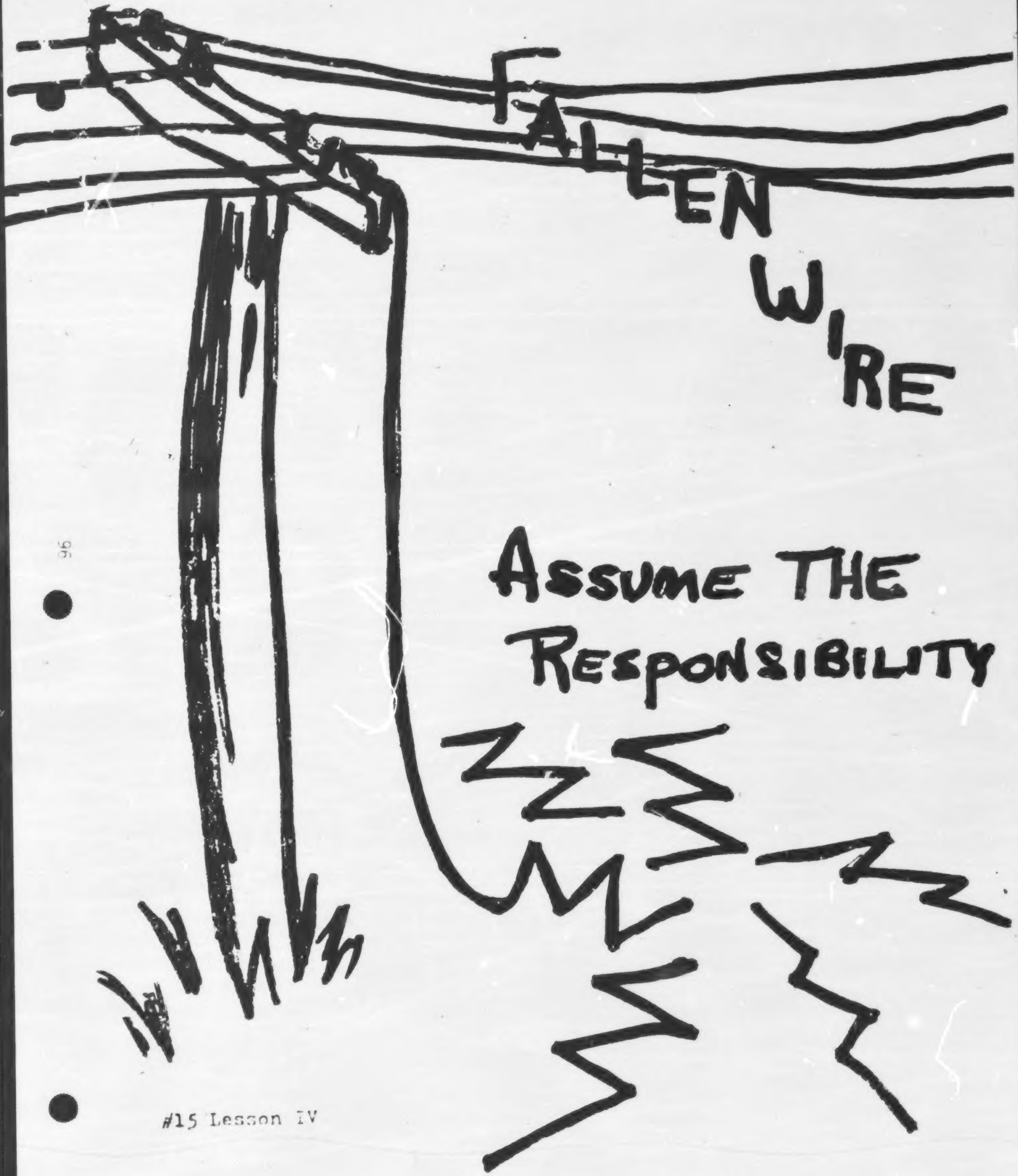
Severe: 1. HAVE VICTIM LIE DOWN
2. APPLY DIRECT PRESSURE
3. GET HELP!!

#13 Lesson IV

NOSEBLEED

1. SIT DOWN
2. STOP THE BLEEDING

#14 Lesson IV



#15 Lesson IV

ELECTROCUTION

① GET HELP!

② DON'T TOUCH!

#16 Lesson IV

ANIMAL BITES

1. Wash The Wound
2. Identify The Animal
3. Be sure to tell Mom or Dad

#17 Lesson V

Is a Stranger a DANGER?

#18 Lesson V

IN OR NEAR THE WATER

THINK...

SAFETY!

B.A.T. QUIZ

1. _____ Who should you telephone for emergency help?
A. Your mother. B. The operator, by dialing "0". C. The police station.

2. _____ The first thing you must do to help in an emergency is,
A. Run for help. B. Stay calm. C. Take victim home.

3. _____ To keep a victim calm
A. Have him/her lie down comfortably. B. Take him/her home. C. Scream at him/her until (s)he hears you.

4. _____ In case of fire, the first thing to do is:
A. Gather your toys and pets before escaping. B. Call the fire department from the nearest phone.
C. Get out safely and fast.

5. _____ If your clothes catch on fire,
A. Run for help. B. Call the fire department. C. Roll on floor, rug, or ground.

6. _____ When someone has eaten poison -
A. Hide poison container so no one will know. B. Wait to see if they feel sick before getting help.
C. Get help fast.

7. _____ If you see someone being electrocuted,
A. Push him/her away from the wire. B. Get help and don't touch. C. Check all wires around home.

8. _____ If someone is injured falling out of a tree,
A. Keep him/her calm and comfortable until help comes. B. Try to fix his/her broken bones.
C. Send him/her home for the rest of the day.

9. _____ If someone is bleeding heavily on the playground.
A. Go home and get a clean bandage. B. Put direct pressure on the wound. C. Walk home with them.

10. _____ If you are bitten by a dog,
A. Don't try to catch the dog, just find out who it belongs to. B. Catch the dog and take it to a vet. C. Bite him back.

11. _____ To rescue a drowning person,
A. Jump in and swim to him/her. B. Yell to him/her to start swimming. C. Try a non-swimming rescue.

APPENDIX 'B'

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DISTRICT HEALTH DEPARTMENTS

	Counties Covered
District I Panhandle District Health Department P.O. Box 608 Coeur d'Alene, Idaho 83814 667-9461	Benewah, Bonner, Boundary, Kootenai, Shoshone
District II North Central District Health Department P.O. Box 637 Lewiston, Idaho 83501 746-1331 Ext. 65	Clearwater, Idaho, Latah, Lewis, Nez Perce
District III Southwest District Health Department 618 Main Street Caldwell, Idaho 83605 459-0744 or 343-5042	Adams, Canyon, Gem, Owyhee, Payette, Washington
District IV Central District Health Department 1455 North Orchard Boise, Idaho 83704 375-5211	Ada, Boise, Elmore, Valley
District V South Central District Health Department P.O. Box HH Twin Falls, Idaho 83301 734-5900	Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, Twin Falls
District VI Southeastern District Health Department 115 North Sixth Street Pocatello, Idaho 83201 232-5850	Bannock, Bear Lake, Bingham, Butte, Caribou, Franklin, Oneida, Power
District VII Northeastern District Health Department 254 East Street Idaho Falls, Idaho 83401 552-0310	Bonneville, Clark, Custer, Fremont, Jefferson, Lemhi Madison, Teton

FEDERAL AGENCIES

President's Council On Physical Fitness, Washington, D.C.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Bureau of Reclamation
550 West Fort Street
Boise, Idaho 83700

Environmental Protection Agency
422 West Washington
Boise, Idaho 83700

U. S. Forest Service
Local National Forest Office

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IDAHO STATE AGENCIES

Idaho Department of Education
650 West State Street
Boise, Idaho 83720

Consultant in Health Education
School Lunch Program
Consultant Energy and Environment

Idaho Department of Health & Welfare
700 West State Street
Boise, Idaho 83720

Bureau of Health Education
Film Library
Environmental Services

Air Pollution Control Commission
650 West State
Boise, Idaho 83720

Idaho Bureau of Mines and Geology
2121 University Drive
Boise, Idaho 83725

Idaho Department of Lands
Soil Conservation Commission
Statehouse Mail
Boise, Idaho 83720

Nuclear Energy Commission
539 - 2nd
Idaho Falls, Idaho 83401

Public Utilities Commission
Office of Energy
472 West Washington
Boise, Idaho

Department of Water Resources
373 West Franklin
Boise, Idaho

PROFESSIONAL ASSOCIATIONS

American Alliance for Health,
Physical Education & Recreation
1201 16th Street N.W.
Washington, D.C. 20036
202-833-5534

Idaho State Dental Association
1487 West Hays
Boise, Idaho 83702
343-7543

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611
312-944-6730

Idaho Medical Association
407 West Bannock
Boise, Idaho 83702
344-0788

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610
312-751-6000

American School Health Association
7263 SR 43
ASHA Building
Kent, Ohio 44240
216-678-1601

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, Illinois 60204
312-869-4255

American Nurses Association
10 Columbus Circle
New York, New York 10019

VOLUNTARY HEALTH ORGANIZATIONS

	State	National
American Cancer Society	P.O. Box 5368 Boise, Idaho 83705 343-4609	219 East 42nd St. New York, New York 10017 212-586-8700
American Diabetes Association	4311 Audubon Place Boise, Idaho 83705 342-4263	1 West 48th Street New York, New York 10020 212-541-4310
American Heart Association	1301 S. Capitol Blvd. Boise, Idaho 83706 342-4621	7320 Greenville Avenue Dallas, Texas 75231 214-750-5300
American Lung Association	2621 Camas Boise, Idaho 83705 344-6567	1740 Broadway New York, New York 10019 212-245-8000
American Red Cross	601 Main Street Boise, Idaho 83702 344-2593	18th & D Streets, N.W. Washington, D.C. 20009 202-737-8300
Arthritis Foundation	6003 Overland Road Boise, Idaho 83705 376-5831	475 Riverside Drive New York, New York 10027
Cystic Fibrosis Foundation	805 West Idaho, Room 30 Boise, Idaho 83702 336-0734	3379 Peach Tree Road Atlanta, Georgia 30326
Epilepsy League	100 North Latah Boise, Idaho 83705 343-8322	
Epilepsy Foundation of America		1828 L. Street N.W. Washington, D.C. 20036 202-293-2930
Health Information Retrieval Center	109 E. Bannock Boise, Idaho 83702 345-1771	Toll Free 800-632-1216

Idaho Dairy Products Commission	1365 North Orchard Boise, Idaho 83704 384-2868	
National Heart and Lung Institute		National Institutes of Health Bethesda, Maryland 20014
Allergy Foundation of America		801 Second Avenue New York, New York 10017
National Association for Mental Health		1800 North Kent Street Rosslyn, Arlington, Virginia 22209
Multiple Sclerosis Society	1134 North Orchard, Room 20 Boise, Idaho 83704 376-8861	257 Park Avenue South New York, New York 10010
Muscular Dystrophy Assn. Inc.	P.O. Box 3067 Boise, Idaho 83703	810 Seventh Avenue New York, New York 10019
National Easter Seal Society	1095 Federal Way Boise, Idaho 83705 343-2520 or 343-2529	2032 West Ogden Avenue Chicago, Illinois 60612 312-243-8400
National Foundation March of Dimes	6712 Fairview Avenue Boise, Idaho 83704 376-2441	Box 2000 White Plains, New York 10602 914-428-1760
Planned Parenthood Association	720 W. Washington St. Boise, Idaho 83702 345-0760	
Planned Parenthood Fed. of America		810 Seventh Avenue New York, New York 10019
United Cerebral Palsy	100 North Latah Street Boise, Idaho 83704 345-8070	66 E. Fifth Street New York, New York 10016 212-889-6655
Idaho Water Users Assn.	4706 Fairview Avenue Boise, Idaho	

MISCELLANEOUS ORGANIZATIONS OFFERING HEALTH MATERIALS AND/OR INFORMATION

Johnson & Johnson
501 George Street
New Brunswick, New Jersey 08901

Metropolitan Life Insurance Company
Health & Welfare Division
One Madison Avenue
New York, New York 10010

National Health Council
1740 Broadway
New York, New York 10019

National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611
312-527-4800

Sunkist Growers
705 West Fifth Street
Los Angeles, California

World Health Organization
Avenue Appia
Geneva, Switzerland

The Upjohn Company
7000 Portage Road
Kalamazoo, Michigan 49002